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ABSTRACT

This comprehensive curriculum resource guidebook is intended to help the adult education teacher of English to speakers of other languages. It is designed to help teachers reach across cultures and connect with individual English-as-a-Second-or-Other-Language students to better prepare them to become effective teachers. The guidebook begins with a detailed explanation of ESOL terms in "National Reporting System Levels for Adult ESOL Programs" and then provides practical advice and resource materials in chapters titled "Competencies," "English language/Civics Competencies," and "Workplace Competencies." Most of the remainder of the book is devoted to providing a myriad of detailed student learning plans geared specifically and individually to Learning Levels 1-6 and to multilevel learner groupings. Three concluding chapters include "Materials and Resources," "Student Portfolios," and "Information for New ESOL Teachers." (Contains 14 resources.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

TENNESSEE ADULT

ESOL Curriculum Resource Book

ED 455 712

PAT SAWYER, EDITOR

dobró pozsháloval
bienvenu
vytaite
"welcome"
bienvenido
vindas de boas
vilkomm
kommen

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TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT, OFFICE OF ADULT EDUCATION
AND THE UNIVERSITY OF TENNESSEE, CENTER FOR LITERACY STUDIES

JUNE 2001

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Table of Contents

1. Introduction **1**

2. National Reporting System Levels for Adult ESOL Programs **3**

3. Competencies **5**
Beginning ESL Literacy, Level I 5
Beginning ESL, Level II 8
Low Intermediate, Level III 10
High Intermediate, Level IV 13
Low Advanced, Level V 17
High Advanced ESL, Level VI 21
High Advanced Competencies 25
  Part 2 of Level VI—High Advanced 25
  Part 3 of Level VI—ESOL High Advanced Level 27

4. English Language/Civics Competencies **31**
Beginning ESL Literacy, Level I 32
Beginning ESL, Level II 32
Low Intermediate, Level III 32
High Intermediate ESL, Level IV 33
Low Advanced, Level V 33
Advanced ESL, Level VI 34
Resources 34

5. Workplace Competencies **37**
Beginning ESL Literacy, Level I 37
Beginning ESL, Level II 37
Low Intermediate, Level III 38
High Intermediate, Level IV 38
Low Advanced, Level V 39
High Advanced, Level VI 40
Workplace Tips for Adapting Materials for Instruction 42

6. Student Learning Plans **43**
LEVEL 1
Banking 45
Cardinal Numbers 48
Money 51
Ordinal Numbers 53
Personal Information 55
Shopping, First Session 58
Telephone Use 60
Telling Time 63

Student Learning Plans, continued

LEVELS 1 & 2

Telephone Use—Second Session: Leaving a Message 65
Telephone Use, 911 Calls 68
Before and Now 71

LEVEL 2

Personal Introductions (or Present Tense of "To Be"), Lesson 1 73
Present Tense of "To Be," Lesson 2 75
Telling Time 77
What Do You Do? (Work, Lesson 1) 79
Problems at Work, Lesson 2 81

LEVEL 2 & UP

Using the Newspaper to Buy Groceries 83

LEVEL 3

Using the Newspaper to Find An Apartment 84
Using the Newspaper To Study Restaurant Ads 86

LEVEL 3 - 6

Christmas Customs 89
Martin Luther King 95

LEVEL 4

Job Application 104
Warning Labels 106

LEVELS 4 AND 5

Getting the Facts 107

LEVELS 4 AND UP

Using the Newspaper To Find Clothing Sales 108
Using the Newspaper to Buy a Car 109
Using Coupons at the Grocery Store 110
Present Time 111
Past Time 113
Future Time 115

LEVELS 5 AND 6

Learning English Through Photography 117
Teaching English Vocabulary Through Geography 119
The Use of Symbols/Labels During the Holocaust 121
Using the Newspaper to Complete Sentences 123
Using the Scientific Method to Teach Vocabulary 125
Learning English Through a Mathematics Activity 127
Expanding Vocabulary Through the Use of Literature 129
Locating a Job (About Town) 131
Using the Newspaper to Teach Verb Tenses 132

LEVEL 6

Using the Advice Column of a Newspaper 134
Three Structures of a Word: Prefix, Root, Suffix 137
Descriptive Paragraphs/Photo Analysis 142
Thanksgiving 144
Native Americans 150

MULTI-LEVEL (1-6)

Our Campus, A Discovery Tour 156
Emotional Good-byes and Ambivalent Hellos, Culture Shock 158
Our Classroom 160
Our Town, Tennessee 162
Our State: Tennessee 165
Our New Country: The United States of America 168
Our World 171
Presenting New Verb Tenses: A Grammar-Oriented Activity 174
Let's Rent a Movie 178
Making an International Quilt 181
Learning About the Local Police Force 183
Folk Tales From Many Lands 186
International Potluck Dinner 188

New Year's Day 190
Columbus Day/Traveling 192
Halloween 196
Weather and Seasons 201
Housework 203
Addressing an Envelope 205
The Calendar and Dates 206
Money 208
The Telephone Book 210
Getting to Know You,
A "First Class" Experience! 212
Money, Money, Money 214
Telephone Bills 217
About Town—An Introduction 219
A Trip to McDonald's (About Town) 220
Walk and Talk (About Town) 222
How To (About Town) 225
Shopping (About Town) 226
A Visit to the Hair Salon (About Town) 227
A Stop for Ice Cream (About Town) 229
Window Panes (About Town) 231
Picnic at the Park (About Town) 232
Free Time at the Library (About Town) 233
Visit to School—Navigating the
Internet (About Town) 235

Student Learning Plans –
Civics Curriculum **237**

LEVEL 1

Going to the Doctor 238

LEVEL 2

Signs in Our Daily Lives 239
Communities 241
The Earth 243
Body Parts and Safety Signs 248
Community Workers 250
The American Flag – Pledge of Allegiance 252

LEVEL 3-6

Election Day 255

LEVELS 4, 5, 6

INS Citizenship Questions:
Read, Recite, Review 257
The American Flag:
The Stars and Stripes, Lesson 1 259
The American Flag:
The Stars and Stripes, Lesson 2 261

MULTI-LEVEL (1-6)

The American Flag: The Stars and Stripes,
Lesson 3 – Name the States 262
A Game: "Citizen-To-Be" 263
Citizenship Test Preparation 265
Oral Citizenship Review 271
Decoding Citizenship Vocabulary
the Easy Way 274
Speaking Drill: The American Speak 277
Expressing Pleasure When Receiving Gifts 281
Driver's License: Teaching Traffic Laws,
Licensing Requirements, and Traffic
Accident Procedures 282
Civics Books of America: A Silent Sustained
Reading (S.S.R.) Exercise 285
Inauguration Day: Teaching Fundamentals
of U.S. Government, Electoral Process, Symbols
and Traditions 287
Christmas Card 289
Super Bowl 291
Workplace Attitude 293
Community Vocabulary Charts 295
United States History from 1492-1865 298
Groundhog Day 301
Christmas Parade 303
Calendar Activity 305
Food and Containers 307
Colors/Maps/Businesses/Directions 309
Workplace Language Bingo 311
Comparing U.S. Money:
Do You Save Money? 316
Tennessee, The Volunteer State 318

7. Materials and Resources **323**

MATERIALS AND TEXTBOOKS

ESOL Level One and Level Two 323
ESOL Level Three and Level Four 326
Level 5 and Level 6 327

PUBLISHER'S INFORMATION

Resources. 330

8. Student Portfolios **331**

Certificate of Achievement 333
ESOL Student Record 335

CHECKLISTS OF COMPETENCIES

Beginning ESL Literacy, Level I 337
Beginning ESL, Level II 339
Low Intermediate, Level III. 341
High Intermediate, Level IV 345
Low Advanced, Level V 349
High Advanced, Level VI. 353

9. Information for New ESOL Teachers **357**

10. Bibliography **359**

Introduction

During the program year 2000-2001, eight Tennessee ESOL Peer Trainers and an ESOL coordinator, along with nine EL/Civics Grantees, began work on an action research project to develop an ESOL curriculum resource guide for Tennessee adult ESOL teachers. This book is the result of their year's work and is dedicated to their ESOL students and to the wonderful Tennessee ESOL teachers who have dedicated their work and time to Tennessee's students.

In addition to the information contained in this book, the authors wish to add their beliefs and ideas about what helps to create a successful ESOL class. They are as follows:

- Good ESOL teachers must be able to reach across cultures and connect with the individual ESOL students and be sensitive to their lives.
- Good ESOL teachers perceive English as a "skill" that students must have to function in our society.
- ESOL classes should be adapted to the students' needs and curriculum should be used as a resource for the ESOL teacher and not rigidly followed.
- Diversity permeates the ESOL classroom in every aspect of the ESOL environment. Imagine a classroom which has a refugee with no education in the same class with a clinical psychologist who speaks five languages but no English. Imagine a class that includes a 19-year-old migrant worker in search of independence and a 77-year-old woman whose culture requires that she not speak when her husband is present.

"Learning English when you live in the US seems easy because you hear English all the time, but I'm not sure it is, especially for adults. If you don't have the support of a class, with a teacher, it's very hard to start to be confident and to speak to the American people."

—Student Learner

The best ESOL classroom includes respect, laughter, warmth, is a safe haven for our ESOL students, and above all, gives them hope.

> *"Hope is the thing with feathers that perches in the soul"*
> —Emily Dickinson

The vision of the University of Tennessee's Center for Literacy Studies is shared by the authors of this resource book. It is as follows:
"We envision a future in which all adults have the skills, knowledge and understanding they need to flourish in an increasingly complex and interconnected world. We will work with others to create an adequately funded

and staffed adult literacy and lifelong learning system that fosters democratic values and processes, participation, personal agency, increased voice, and critical reflection."

"Learning English looks easy, but it's hard."

—*Student Learner*

We are ESOL practitioners who are passionate about our mission and vision and wish to continually work to improve the lives of our students. Ken Burns, when speaking of America said, "Improvisation is our genius as a people." It is also, we believe, our genius as ESOL teachers. Please use this resource book as a guide and use your own creative ability and improvisational skills when working with your students.

Pat Sawyer
The University of Tennessee
Center for Literacy Studies

National Reporting System Levels for Adult ESOL Programs

The National Reporting System (NRS) has divided the ESOL levels of achievement into six levels. These levels are used when reporting student achievement.

> **"I don't belived this is U.S.A. When I came first time, I asked by myself. I felt the people very nice, and humburger is bigger also, just don't know how to order. But now I am very lucky. Have a good teacher, I will strive to learn English."**
>
> *—Student Learner*

The NRS has assigned titles to these six levels. They are:

1. Beginning ESL Literacy
2. Beginning ESL
3. Low Intermediate ESL
4. High Intermediate ESL
5. Low Advanced ESL
6. High Advanced ESL

Student Performance Levels (SPLs)

SPLs describe the student's level of knowledge of the English language.

1. Student cannot speak or understand English.
2. Student can understand some simple and frequently used words in context.
3. Student can understand phrases if spoken slowly with frequent repetition.
4. Student can participate in conversation in limited social situations, and communicate basic survival needs with some help.
5. Student can converse on many everyday subjects, but may need repetition, rewording or slower speech. Individual has basic control of grammar.
6. Student can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed, can understand survival, work, and social situations.

Student's Workplace Skills

1. **Level I**—Minimal or no English. Uses gestures or isolated words. May recognize only common signs. Can handle only routine jobs that require no oral communication. No knowledge of computers or technology.
2. **Level II**—Uses simple words and phrases with frequent repetition. Can fill out simple forms, recognize labels and product names, can handle jobs that require basic oral and written English.

"When I came to America, there were a bit supermarket and a big parking." —*Student Learner*

3. **Level III**—Interprets directions, schedules, signs and maps, fills out simple forms. Handles entry-level jobs that involve written or oral English. Uses simple computer programs and FAX machines.
4. **Level IV**—Meets basic survival and social needs, follows simple oral and written instruction, communicates on phone, writes messages, completes forms and job applications. Can work on computers.
5. **Level V**—Functions to meet survival needs, uses phone, reads charts, handles jobs with oral and written instructions, uses computers.
6. **Level VI**—Uses English in social and work situations; interprets charts, graphs, tables, and forms. Communicates on phone, understands radio, TV, and can instruct software use.

Tennessee ESOL Curriculum for Adult Education

The purpose of this curriculum is to provide English language instruction for limited English proficient adults that will increase their ability to communicate in English.

The content is compatible with principles of language acquisition for adult learners of English and includes skills useful in workplace, life, and academic applications. Skills are integrated into reading, writing, speaking and listening formats. Language Laboratory and computer-assisted instruction are recommended options.

- This course is divided into the six ESOL Levels, identified by the NRS (National Reporting System).
- Progress through the levels may be measured by approved standardized tests. (Examples, BEST or CASAS)

It is not intended that students will progress through this curriculum sequentially. The instructor may present topic-centered lessons that integrate skills from several areas.

- Curriculum materials chosen for this curriculum should be adult oriented, at the appropriate language and literacy proficiency levels, current and culturally sensitive.
- Classroom activities and materials are suggested which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners.

Competencies

English for Speakers of Other Languages Certificate of Accomplishment

Beginning ESL Literacy, Level I

BEGINNING ESL LITERARY

I

These skills are verified by the **Basic English Skills Test (BEST)**, portfolios, interviews, and instructor observation. At the time of issuance, Skill Competencies are demonstrated at the Beginning ESL Literacy proficiency and will have an exit score on the Oral BEST of 0 to 15 and/or the Literacy BEST 0-7.

At the Beginning ESL Literacy Proficiency Level, the participants:

- Cannot speak or understand English, and/or understand only isolated words or phrases.
- Have no reading or writing skills in any language, or have minimal skills, such as the ability to read and write own name or simple isolated words. There is little or no comprehension of how print corresponds to spoken language.
- Can communicate only through gestures or a few isolated words, such as name and other personal information.
- Can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.

Beginning ESL Literacy, Level I, continued

At the end of Level I, the student will be able to:

- Use appropriate greetings, introductions and farewells.
- Identify self and personal information.
- Express likes, dislikes, feelings and emotions in culturally appropriate ways.
- Use and respond to polite expressions.

The student will be able to:

- Demonstrate ability to use basic residential telephones.
- Answer the telephone and respond or express a lack of understanding.
- Use basic emergency vocabulary and 911 procedures.
- Recognize and identify a telephone book, a calling card and a telephone bill.

……

- Recognize and identify basic body parts.
- Recognize basic vocabulary relating to illness and accidents.
- Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room).
- Request a doctor's appointment and read an appointment card.
- Identify various medications, their usage, request assistance with dosage, and recognize requirements for immunizations.
- Identify personal hygiene products and daily grooming routines.
- Identify basic foods, food groups and healthy eating habits.

……

- Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).
- Recognize a check and a money order and read amount.

……

- Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs).
- Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).
- Identify safe driving practices (seat belts, child safety restraints).
- Identify warning symbols (poison, flammable, danger).

……

- Name and state the cost of basic food items.
- Recognize and interpret concept of measurements (cup, quart, gallon, pound).
- Recognize and identify basic American clothing sizes (S, M, L, XL).
- Identify types of housing (apartment, house, mobile home).

……

> "I want to speak English with anyone." —*Student Learner*

Beginning ESL Literacy, Level I, continued

- Identify basic government agencies (post office, social security, health department, Department of Human Services).
- Demonstrate ability to purchase stamps and mail a package.
- Identify the current U.S. president.
- Locate the United States and Tennessee on a world map, locate county and city of residence on a Tennessee map.

……

- Identify family members (mother, father, son, daughter, brother, sister).
- Recognize compulsory schooling for children 6-18, enrollment procedures and the importance of regular school attendance.
- Recognize proper care of children (requirement of food, shelter, hygiene, child care providers, acceptable discipline).

……

- Recognize, identify and trace basic shapes and numbers.
- Identify basic colors.
- Recognize, state, read and write the alphabet (upper and lower case) and numbers.
- Alphabetize basic word groups.
- Use a picture dictionary.
- Recognize, state, read and write vocabulary for personal information (first, middle, last name, number, street, zip, phone number and social security number and fill out personal information form). *(Use caution when asking for this information.)*
- Trace and sign name (signature).
- Recognize, state, read and write basic questions and answers.

A Student Checklist for Beginning ESL Literacy, Level I is located in the Student Portfolio section.

……

- Use subject pronouns (I, you, he, she, it, we, they).
- Use common verbs.
- Use prepositions—in, at, from, on, for, with, of, under, next to, between, behind.

• BEGINNING ESL •

2

English for Speakers of Other Languages Certificate of Accomplishment

Beginning ESL, Level II

These skills are verified by the Basic English Skills Test (BEST), portfolios, interviews, and instructor observation. At the time of issuance, skill competencies are demonstrated at the Beginning ESL Literacy proficiency and will have an exit score on the Oral BEST of 16-41 and/or the Literacy BEST 8-46.

At the end of Level II, participants will be able to:
Understand frequently used words in context and very simple phrases spoken slowly and with some repetition; communicate survival needs, and will have some control over basic grammar and understanding of basic questions.

The student will be able to:

- Identify entry level jobs and workplaces of various occupations.
- Recognize procedures for applying for a job and complete a simplified job application form with assistance.
- Demonstrate ability to respond to basic interview questions.
- Produce required forms of identification for employment.
- Demonstrate ability to ask for assistance and clarification on the job.
- Demonstrate ability to read a simple work schedule.
- Recognize pay stubs and deductions.

……

- Use appropriate greetings, introductions and farewells.
- Identify self and personal information.
- Use and respond to polite expressions.
- Demonstrate ability to use basic residential telephones.
- Answer the telephone and respond or express a lack of understanding.
- Use basic emergency vocabulary and 911.
- Recognize and identify a telephone book, calling card, and a telephone bill.

……

- Recognize and identify basic body parts.
- Recognize basic vocabulary relating to illness and accidents.
- Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room).
- Request a doctor's appointment and read an appointment card.

Beginning ESL, Level II, continued

- Identify personal hygiene products and daily grooming routines.
- Identify basic foods, food groups and healthy eating habits.

……

- Recognize cardinal and ordinal numbers.
- Tell time using analog and digital clocks.
- Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
- Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).

……

- Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs).
- Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).
- Identify safe driving practices (seat belts, child safety restraints).

……

- Demonstrate ability to read and comprehend silently and aloud and answer questions.
- Determine the main idea in a simple paragraph.
- Demonstrate sequential ordering of events.
- Demonstrate ability to read a simple table or chart.
- Write a dictation based on life skill topics.
- Use a picture dictionary.
- Write legibly upper and lower case letters and demonstrate use of capitalization.
- Write a basic friendly letter and address an envelope including the return address.

A Student Checklist for Beginning ESL, Level II is located in the Student Portfolio section.

……

- Use subject pronouns (I, you, he, she, it, we, they).
- Use common verbs such as "to be (present)", "simple present", the word "can."
- Use adverbs: here, there, today, always, usually, never.
- Use common and proper nouns.

English for Speakers of Other Languages Certificate of Accomplishment

LOW INTERMEDIATE ESL.
3

Low Intermediate, Level III

These skills are verified by the Basic English Skills Test (BEST), portfolios, interviews, and instructor observation. At the time of issuance, skill competencies are demonstrated at the Beginning ESL proficiency and will have an exit score on the Oral BEST of 42-51 and/or the Literacy BEST 47-53.

At the end of Level III, participants will be able to:

- Understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition.
- Ask and respond to questions using such phrases.
- Express basic survival needs and participate in some routine social conversations, although with some difficulty.
- Have some control of basic grammar.

The student will be able to:

- Identify different kinds of jobs using simple help-wanted ads.
- Describe personal work experience and skills.
- Demonstrate ability to fill out a simple job application without assistance.
- Produce required forms of identification for employment (photo I.D.).
- Identify social security, income tax deductions, and tax forms.

……

- Demonstrate understanding of employment expectations, rules, regulations and safety.
- Demonstrate understanding of basic instruction and ask for clarification on the job.
- Demonstrate appropriate treatment of co-workers (politeness and respect).

……

- Identify job promotion requirements.
- Demonstrate interpersonal communication skills and positive attitude at work.
- Explore educational opportunities for job advancement.
- Demonstrate ability to use basic test-taking strategies (circle, bubble in, dictation).
- Demonstrate knowledge of operating equipment necessary for home and work.

……

- Demonstrate ability to report personal information including gender and marital status.

Low Intermediate, Level III, continued

- Demonstrate ability to make appropriate formal and informal introductions, greeting, and farewells.
- Use appropriate expressions to accept and decline offers, and to express feelings and emotions.

……

- Use appropriate telephone greetings, leave an oral message and take a written message.
- Demonstrate understanding of basic parts of a phone bill.
- Demonstrate ability to operate public and cellular phones, pagers and use a phone card.

……

- Identify body parts.
- Define health care vocabulary (emergency room, doctor, nurse, dentist, hospital, clinic, health department).
- Request doctor's appointment, communicate symptoms and injuries and follow doctor's instructions.
- Read and interpret information on medicine labels.
- Identify basic foods and food groups, including nutritional information on food labels.

……

- Identify and use ordinal and cardinal numbers.
- Interpret clock time.
- Demonstrate use of a calendar by identifying days of the week and months of the year.
- Convert dates to numeric form.
- Count and use U.S. coins and currency.
- Identify checking and saving accounts, write a check and record information in checkbook and savings register.

……

- Demonstrate ability to follow simple instructions related to geographical directions, (N. S. E. W.).
- Read and understand traffic signs.
- Identify required documents related to transportation (driver's license, insurance card, registration, passport).
- Identify safe driving practices (seat belts, child safety restraints).

……

- Demonstrate knowledge of emergency procedures at home and work.
- Interpret product label directions, warning signs and symbols.
- Identify food items, state costs and demonstrate use of coupons.
- Identify clothing, read clothing labels (sizes and laundry instructions).
- Read sales ads and compare prices (clothing, cars, food).

"I like America. They even decorate their parking lots."

—Student Learner

Low Intermediate, Level III, continued

- Identify types of housing (apartment, house, mobile home, condo).
- Identify basic utility companies (water, gas, electric, telephone and cable).

……

- Identify places in the community and describe public services.
- Demonstrate ability to purchase stamps and mail a package.
- Demonstrate understanding of holidays and social customs.
- Identify the current U.S. president, vice president and governor of Tennessee.

……

- Describe various weather conditions and respond appropriately to weather emergencies.
- Locate the United States and Tennessee on a world map and locate the county of residence on a state map.

……

- Describe family members.
- Locate neighborhood school or day care and follow enrollment procedures.
- Demonstrate the importance of communication between home and school.

……

- Recognize, state, read, and write statements and questions.
- Listen to short conversations and answer questions orally and in writing.
- Preview and make predictions prior to reading.
- Demonstrate ability to read and comprehend silently and aloud and answer questions.
- Determine the main idea in a simple paragraph.
- Demonstrate sequential ordering of events.
- Demonstrate ability to read a simple table or chart.
- Write a dictation based on life skill topics.
- Write legibly upper and lower case letters and demonstrate use of capitalization.
- Write a basic friendly letter and address an envelope including the return address.

……

- Use subject pronouns.
- Use common verbs (affirmative, negative, yes/no questions, short answer).
- Use adjectives: descriptive, possessive, demonstrative.
- Use prepositions.
- Use common and proper nouns (singular and plural).
- Use information questions.
- Use adverbs: yesterday, tomorrow.
- Use articles: a, an, the.

A Student Checklist for Low Intermediate, Level III is located in the Student Portfolio section.

English for Speakers of Other Languages Certificate of Accomplishment

High Intermediate, Level IV

HIGH INTERMEDIATE ESL. 4

These skills are verified by the Basic English Skills Test (BEST), portfolios, interviews, and instructor observation. At the time of issuance, skill competencies are demonstrated at the Low Intermediate ESL proficiency level and will have an exit score on the Oral BEST of 51-57 and/or the Literacy BEST 54-65.

At the end of Level IV, participants will be able to:

- Understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition.
- Communicate basic survival needs with some help; can participate in conversation in most social situations and use new phrases with some hesitation.
- Rely on descriptive and concrete terms.
- Communicate with inconsistent control of more complex grammar.

The student will be able to:

- Recognize and use basic work-related vocabulary.
- Use various sources to identify job opportunities and inquire about a job (newspapers, agencies).
- Complete a job application and transfer information to basic resume format.
- Recognize and demonstrate appropriate behavior and positive image for job interview.

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- Demonstrate understanding of work schedules, time clocks, time sheets, punctuality and phoning in sick.
- Follow generic work rules and safety procedures.
- Ask for clarification and provide feedback to instructions.
- Demonstrate appropriate communication skills in the work environment (interactions with supervisor and co-workers).

……

- Recognize and understand work-related vocabulary for transfers, promotions, incentives.
- Identify appropriate skills and education necessary for getting a job promotion.
- Identify appropriate behavior, attire, attitudes and social interaction for a promotion.

> **"It fees easier to live here than in Japan because there are lots of spaces, nature things, and kindly people with activities and creativeness."**
>
> *—Student Learner*

High Intermediate, Level IV, continued

> "How do I feel about living in the U.S.? I feel impotent, a prisoner, like the animals in the zoo, because this is not my country. And I miss my friends, family, relative, my people. Besides I can't do my university course and the idiom is very difficult."
>
> —*Student Learner*

- Demonstrate ability to use test-taking strategies (circle, bubble in on answer sheet, true/false and cloze).
- Demonstrate knowledge of operating equipment necessary for home and work.

……

- Identify self and personal information (name, address, telephone number, place of birth, age, social security number, nationality, education, marital status, occupation).
- Identify self, family members and others (physical characteristics and personal traits).
- Communicate impressions, emotions, likes, dislikes, acceptance and rejection.

……

- Demonstrate ability to use different types of telephones and telephone options (directory assistance, operator assistance and calling cards).
- Answer incoming telephone calls, take a simple message and respond to voice mail prompts.
- Demonstrate appropriate communication in 911 emergencies.
- Locate alphabetical and topical listing information in yellow and white pages (restaurants, hospitals, plumbing).

……

- Identify body parts and the five senses.
- Recognize and apply practices relating to personal hygiene and grooming.
- Describe aches, pains, illnesses, injuries, dental health problems and follow doctor's instructions.
- Read and interpret medical instructions for prescriptions and over-the-counter drugs.
- Compare services provided by the health department, hospitals, emergency rooms, and clinics.
- Recognize the importance of healthy eating and maintaining a balanced diet.

……

- Plan a schedule of activities on a calendar.
- Count and make change accurately.
- Complete a check or money order.
- Identify common banking terms and demonstrate ability to use banking services.
- Describe the use of an ATM machine and recognize the importance of keeping number codes secure.

……

- Interpret traffic and common road signs.
- Ask/give simple directions to local destinations.
- Simulate making reservations for different kinds of travel.

High Intermediate, Level IV, continued

- Identify required documents related to transportation (driver's license, insurance card, registration, passport).

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- Demonstrate understanding of safety and warning signs and emergency procedures.
- Recognize and use vocabulary relating to alarm systems (smoke detectors, house and car alarms).

……

- Demonstrate understanding of comparative shopping.
- Calculate savings when making purchases with coupons.
- Read and order from a menu.
- Identify articles of clothing, U.S. sizes, quality and prices.
- Simulate procedures for putting merchandise on layaway.
- Demonstrate understanding of guarantees, warranties, and procedures to return merchandise.
- Identify various means of locating housing (signs, ads, personal contact) and report maintenance, repairs and problems.

……

- Locate various businesses, governmental and community agencies in local area (doctor's office, school, hospital, post office, church).
- Identify procedures for mailing a letter or package, (domestically and internationally) for purchasing money orders and registering mail.
- Identify the current U.S. president and vice president, state and local officials.
- Recognize vocabulary and tradition associated with major American holidays and contrast with native customs.

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- Describe various weather conditions and appropriate preparation for weather emergencies.
- Read various temperatures and compare Fahrenheit to Celsius.

……

- Recognize the importance of communicating with child's school (meetings, conferences with teachers).
- Recognize compulsory schooling for children 6-16 years of age and the importance of school attendance.
- Locate neighborhood school and follow enrollment procedures.
- Recognize the importance of proper childcare and acceptable discipline (requirement of food, shelter, hygiene, child care providers).

……

- Recognize, state, read and write statements and questions.
- Listen to simple conversations and respond appropriately.
- Demonstrate ability to describe a person, place, thing or event.
- Recognize the meaning of words with common prefixes and suffixes.

High Intermediate, Level IV, continued

- Recognize the meaning of compound words.
- Preview and make predictions prior to reading.
- Determine the main idea and supporting details in a paragraph.
- Recognize sequential order of events in a paragraph.
- Demonstrate ability to read and understand basic charts, graphs, maps, tables and diagrams.
- Write legibly using manuscript and cursive handwriting.
- Write a short note, a friendly letter, address an envelope including the return address.
- Write a short paragraph using correct spacing and legible cursive handwriting.
- Write a set of simple directions.
- Change one grammatical structure of a paragraph to another.

……

- Use common verbs, contracted forms and correct spelling in: present tense, present continuous, future "will, going to", past tense, present perfect, modals.
- Use information questions (who, what, where, when, whose, whom, why, how).
- Use adjectives: demonstrative, possessives, descriptive.
- Use adverbs: frequency, time, location.
- Use prepositions.
- Use nouns: count, non/count possessive.
- Use sentence structures (subject, verb, object, affirmative, negative, interrogative).

A Student Checklist for High Intermediate, Level IV is located in the Student Portfolio section.

English for Speakers of Other Languages Certificate of Accomplishment

Low Advanced, Level V

These skills are verified by the Basic English Skills Test (BEST), portfolios, interviews, and instructor observation. At the time of issuance, skill competencies are demonstrated at the High Intermediate ESL proficiency level and will have an exit score on the Oral BEST of 58-64 and /or the Literacy BEST 66+.

At the end of Level V, participants will be able to:

- Converse on many everyday subjects and some subjects with unfamiliar vocabulary.
- Have control of basic grammar, and comprehend abstract concepts in familiar contexts.
- Read and write simple narrative descriptions and short essays on familiar topics.
- Have consistent use of basic punctuation, but make some grammatical errors with complex structures.
- Function independently to meet most survival needs and communicate on the telephone on familiar topics.
- Handle jobs that require simple oral and written instruction and limited public interaction.
- Use all basic software applications, understand the impact of technology and select the correct technology in a new situation.

"It feels good to be in America. There is good weather, better than France. The people are so friendly, always ready to help you. But, I miss a lot the food, the wine, my family and my friends."

—Student Learne

The student will be able to:

- Demonstrate English skills necessary to obtain employment.
- Use a variety of resources to search for job opportunities and discuss required training.
- Complete job applications, resume and cover letter.
- Recognize and demonstrate standards of behavior for job interview, ask and answer questions during a job interview.
- Write a thank-you note and conduct a follow-up call after the simulated job interview.
- Demonstrate understanding of job specifications, policies, standards, benefits and W2 form.

- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, and social interaction that affect job retention).

Low Advanced, Level V, continued

"I feel pleased because I'm learning a second language, and I have the Opportunity to make better my communication with the people in this country."

—Student Learner

- Demonstrate understanding of workers' rights (compensation, unionization, right to work).
- Demonstrate an understanding of work performance evaluations and their impact on promotions.
- Demonstrate knowledge of operating equipment necessary for home and work.

……

- Ask and provide directions and instructions.
- Demonstrate ability to take and report accurate messages.
- Demonstrate ability to give and request information clearly by telephone.
- Locate a variety of resources in telephone directories (maps, government agencies, coupons).

……

- Communicate effectively using vocabulary relative to doctors, dentists, body parts, illnesses, and medications.
- Follow emergency procedures and complete medical forms and accident reports.
- Recognize and apply practices relating to personal hygiene and grooming.
- Recognize requirements for immunizations.

……

- Demonstrate understanding of banking system and terms (loans, interest rates, investments, mortgages).
- Identify budget planning strategies.
- Demonstrate understanding of time zones.

……

- Discuss U.S. driving responsibilities (driver's license, traffic regulations, insurance, seat belts, child safety restraints).
- Demonstrate appropriate response when stopped by law enforcement officers.
- Describe a problem/request service (emergency road assistance, car accident and vehicle theft).
- Identify and report types of crime as victim or witness (rape, burglary, domestic assault).

……

- Interpret classified ads and other resources to locate housing (lease or purchase).
- Describe information regarding rental agreements/contracts, renter/landlord rights and responsibilities.
- Compare/contrast various types of insurance (life, homeowners).

……

- Demonstrate understanding of U.S. main holidays and social customs.

Low Advanced, Level V, continued

- Locate and access community services, organizations, and government agencies.
- Demonstrate understanding of trial by jury and other elements in U.S. court of law (judge, jury, lawyers).

……

- Describe the purpose of Emergency Broadcast System.
- Describe recycling regulations and illegal dumping.

……

- Demonstrate knowledge of U.S. educational system (compulsory schooling, child care, PTA).
- Develop awareness of acceptable/unacceptable parenting and disciplinary practices.

……

- Listen and follow directions.
- Demonstrate ability to paraphrase words or ideas in conversations.
- Understand use of formal versus informal vocabulary and basic idiomatic expressions.
- Comprehend selected reading passages recognizing the main idea.
- Utilize new vocabulary by context clues.
- Recognize sequence of events in a reading passage.
- Demonstrate ability to use the dictionary.
- Review and make predictions prior to reading.
- Distinguish fact from opinion.
- Interpret information from diagrams, tables, graphs, schedules.
- Skim and scan to locate information.
- Write a paragraph focusing on one topic.

……

- Use verbs:
  - — past continuous
  - — future progressive
  - — past perfect
  - — modals
  - — conditionals
  - — gerund, participles, infinitives

……

- Identify parts of speech and use in sentences:
  - — nouns: common, proper, plural, possessive
  - — pronouns: subject, object, indefinite, possessive, reflexive
  - — adjectives: possessive, comparative, descriptive
  - — prepositions: time, place
  - — adverbs: place, manner, time, frequency
  - — verbs

Low Advanced, Level V, continued

A Student Checklist for Low Advanced, Level V is located in the Student Portfolio section.

- Use sentence structures:
  - — compound and complex sentences
  - — active and passive voice
  - — clauses and phrases
  - — direct and indirect speech

English for Speakers of Other Languages Certificate of Accomplishment

High Advanced ESL, Level VI

HIGH ADVANCED ESL 6

These skills are verified by the Basic English Skills Test (BEST), portfolios, interviews, and instructor observation. At the time of issuance, skill competencies are demonstrated at the Advanced proficiency and will have an exit score on the Oral BEST of 65 or higher and/or the Literacy BEST 66+.

At the end of Level VI, participants will be able to:

- Understand and participate effectively in face-to-face conversation on everyday subjects spoken at normal speed.
- Converse and understand independently in survival, work and social situations.
- Clarify general meaning and control basic grammar, although may still lack total control over complex structures.
- Read authentic materials on everyday subjects and can handle most reading related to life roles.
- Write multiparagraph essays with a clear introduction and development of ideas.
- Have a general ability to use English effectively to meet most routine social and work situations.
- Interpret routine charts, graphs and tables and complete forms.
- Have a high ability to communicate on the telephone and understand radio and television.
- Meet work demands that require reading and writing and can interact with the public.
- Instruct others in use of software and technology.

The student will be able to:

- Plan a career path and develop a portfolio: which may include resume, cover letter, professional recognitions, awards, certificates, etc.
- Interpret want ads, job announcements and networking.
- Present a positive image (dress, grooming, body language) and ask and answer a variety of questions in a job interview simulation and a follow-up call.
- Demonstrate understanding of job specifications, policies, standards, benefits and complete IRS form(s).

High Advanced, Level VI, continued

- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes and social interactions that affect job retention).
- Communicate with supervisor and co-workers, orally and in writing, regarding work related tasks and problems:
  - — write memos, report forms, etc.
  - — give and follow instructions
  - — ask/respond to apologies/criticism
  - — identify problems, solutions, consequences.
- Demonstrate an understanding of work performance evaluations.
- Demonstrate an understanding and discuss workers' rights (compensations, unionization, right to work).
- Demonstrate an understanding of safety procedures (Right to Know, OSHA).

……

- Demonstrate an understanding of the concept of job advancement including job postings and vacant position listings.
- Update resume and locate information about educational services that will assist in career advancement.
- Write an action plan for achieving goals and requesting a promotion or raise and identifying personal strengths and weaknesses.
- Demonstrate ability to apply a variety of test-taking strategies (multiple choice, true/false, cloze and essay).

……

- Demonstrate knowledge of operating equipment necessary for home and work.

……

- Demonstrate good comprehension during face-to-face conversation by verbally responding.
- Use appropriate language for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias including voice volume and proper body language.
- Identify bias, prejudice or propaganda in oral messages and print materials.

……

- Take accurate written notes and give complete verbal reports from telephone communication.
- Demonstrate ability to give and request information clearly by telephone.

……

> "When I first came to the United States I came with my husband and my three daughters.... When we were in the Chicago airport, we were very hungry. We saw the hamburger picture but we didn't know how to order. So we just watched the picture and didn't eat anything.... We didn't know the time. We just gave the ticket to the airline worker. We didn't understand what she said. We just ran to the gate. My friend met us at the Memphis airport. We told her we were hungry. She took us to the Waffle House and we ate. That was our first meal in America. It was delicious!"
>
> —*Student Learner*

High Advanced, Level VI, continued

- Recognize problems related to nutrition, substance/drug abuse, and identify where treatment may be obtained.
- Ask for/give advice related to nutrition and good health habits.
- Recognize and apply practices relating to personal hygiene and grooming.

……

- Reconcile a bank statement.
- Use appropriate banking terms when inquiring about banking services.
- Develop a monthly budget.

……

- Plan a trip determining cost of schedules and time factor.
- Demonstrate appropriate response when stopped by law enforcement officers (ask/answer questions regarding traffic violations).
- Describe appropriate responses to transportation problems (cancelled flights, road emergencies).

……

- Demonstrate an understanding of the responsibilities of owning a gun.

……

- Demonstrate understanding of American system of government (three branches).
- Demonstrate understanding of trial by jury and other elements in a U.S. court of law (judge, jury, lawyers).
- Request and respond to information from businesses, government and community organizations.

……

- Demonstrate ability to communicate with school staff, orally or in writing (parent -teacher conference, PTA, volunteer, illness, bus problems).
- Identify means to access educational opportunities for children (special programs, scholarships, extracurricular activities).
- Develop awareness of acceptable/unacceptable parenting and disciplinary practices.

……

- Use responsive listening, including paraphrasing, summarizing for elaboration and clarification.
- Demonstrate good comprehension of classroom lectures and tests.
- Clarify meaning by asking relevant questions, making relevant comments.
- Recognize and use idioms appropriately.
- Use dictionary and/or thesaurus effectively (parts of speech, definitions, pronunciation).
- Preview and make predictions prior to reading.
- Recognize and restate the sequence of events in a reading passage.

High Advanced, Level VI, continued

- Distinguish fact from opinion and draw appropriate inferences and conclusions from a reading passage.
- Obtain appropriate information from diagrams, tables, graphs or schedules.
- Summarize a reading passage.
- Write two or more paragraphs that are focused and organized.
- Draft and revise a composition with introduction, body, and conclusion.
- Edit documents for spelling, punctuation, correct grammar.
- Demonstrate note-taking strategies.
- Select and use appropriate pre-writing strategies (brainstorming, graphic organizing, and outlining).
- Develop an outline to organize ideas for a composition including main ideas, specific ideas and details.
- Demonstrate effective word choice.
- Employ conventional sentence structure.
- Write a paragraph including a topic sentence with controlling ideas, major points, support, and a concluding sentence.
- Produce final documents edited for spelling, capitalization, punctuation, grammar, sentence formation and format.

……

- Use verbs:
  - — future possessive
  - — past perfect
  - — modals
  - — conditionals
  - — gerund, participles, infinitives

……

- Identify parts of speech and use in sentences.

……

- Use sentence structures: compound and complex sentences, active and passive voice.

A Student Checklist for High Advanced, Level VI is located in the Student Portfolio section.

High Advanced Competencies

The following two sections (Part 2 and Part 3 of the High Advanced, Level VI) were designed especially for academically and professionally oriented ESOL students. The competencies focus on those that are required for academic work. In addition, ESOL students who have successfully completed all the levels of the BEST test, but still need additional work in an ESOL class may wish to pursue these parts of Level VI.

English for Speakers of Other Languages Certificate of Accomplishment

Academic Level

Part 2 of Level VI—High Advanced

Advanced Level

■ *Demonstrate English skills necessary to obtain employment.*
- Write sentence describing what a student needs in order to attain a desired career.
- Develop a resume.
- Alternative assessment:

____

■ *Demonstrate English skills necessary to maintain employment.*
- Write a paragraph on the U.S. work ethic.
- Alternative assessment:

____

■ *Demonstrate English skills necessary for career advancement.*
- Develop written list of agencies or Internet sites where career advancement information may be obtained.
- Develop written dialogue asking employer for a promotion or a raise.
- Alternative assessment:

____

> **"I like to learn English. I need to know English because I travel alone from my country to the U.S.A. My grandchildren like to hear history before they go to sleep and I need to read English to them. I know very nice people here. I would like to speak with them and I cannot. This year I'm feeling proud because I improved my English a little. My teacher is a very nice person and wonderful teacher. My classmates are so nice, too. I am so glad. I am feeling happy."**
>
> *—Student Learner*

Part 2 – High Advanced, Level VI, continued

- *Demonstrate English skills necessary to listen effectively.*
- Use various teacher-selected texts and be able to answer written comprehension questions on these texts.
- Idiom matching exercises (teacher-developed).
- Alternative assessment:

____

- *Demonstrate English skills necessary to speak effectively.*
- Provide oral presentation (Use a scored matrix provided by the teacher.)

- *Demonstrate English skills necessary to read effectively.*
- Use reading tests supplied by the teacher.

- *Demonstrate English skills necessary to write effectively.*
- Develop an essay (Use TOEFL scoring matrix).

- *Demonstrate English skills necessary to apply standard grammar structures.*
- Use the unit tests (with 75% + accuracy) in the text, *Understanding and Using English Grammar* by Betty Schrampfer AZAR (Prentice Hall/ Regents).
- Alternative assessment:

____

TOEFL (Test of English as a Foreign Language)

Part 3 of Level VI—ESOL High Advanced Level

Many ESOL programs use the TOEFL preparation materials as the basis for their High Advanced ESOL Level Curriculum. Most ESOL publishing companies carry TOEFL preparation texts.

Reprinted by permission of the TOEFL Program, Educational Testing Service.

The Test of English as a Foreign Language (TOEFL) is designed to evaluate the English proficiency of people whose native language is not English. TOEFL scores are required for admissions purposes by more than 2,400 colleges and universities in the United States, Canada, and eighty other countries. Because the TOEFL test is independent of any curriculum or teaching method, the proficiency level of any test taken can be compared with that of any other student or group of students regardless of academic background or English training.

The test consists of four sections: Listening, Structure, Reading, and Writing. Two sections, Listening and Structure, are computer-adaptive, which means questions are tailored to examinees' proficiency levels. Therefore, students will receive fewer questions that are too easy or too difficult in those sections and candidates' abilities can be estimated more accurately.

The TOEFL Web site is (www.toefl.org). To order a copy of the TOEFL Bulletin, you may download a copy from the Web site at (www.toefl.org/infobull.html) or you may call 1-609-771-7100.

> **"I love to live in the United States because I have security."**
>
> *—Student Learner*

There are four sections of the TOEFL.

Computer-Based TOEFL Test Format		
Listening Questions	30 to 50 questions	40 to 60 minutes
Structure Questions	20 to 25 questions	15 to 20 minutes
Reading Questions	44 to 55 questions	70 to 90 minutes
Writing (essay)	1 topic	30 minutes

Sample Writing Topics

- Modern life is causing many traditions and beliefs to become less important. Choose one tradition or belief and explain why you think it should be continued and maintained. Use specific reasons and examples to support your answer.

Part 3 – TOEFL: High Advanced, Level VI, continued

■ Neighbors are people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.

For a full list of the writing topics, see the TOEFL Web site at (www.toeflorg/cbprpmat.html) or the TOEFL Information Bulletin.

Special Strategies for Each Section

> "Everything is so big! Even the grocery stores! The people are so big" —*Student Learner*

Listening. Before the day of the test, examinees should: Practice listening to radio, TV, and movies in order to become accustomed to North American English.

Structure. Use paper-based test preparation materials for practice in addition to computer-based preparation materials. The computer-based test contains the same types of Structure questions featured in the paper-based TOEFL test.

Reading. Become accustomed to scrolling techniques and reading onscreen by:
- Using computer-assisted language learning software
- Reading on the Internet
- Reading electronic documents at the library
- Reading passages in the TOEFL Sampler

Writing. Become familiar with the topics listed in the "Bulletin" and at the Web site (www.toefl.org/cbprpmat.thml#topics), and practice writing several 30-minute draft essays using the topics.

Keep in mind that there is no choice of topic. Candidates should realize that if they click on "Next" and then "Answer Confirm" they will not see another topic, and they will have lost the opportunity to complete the essay. The writing tutorial explains this procedure.

Suggestions for Using the TOEFL Material With Your Level 6 or Academic Level Students.

It is not intended that these suggestions be rigidly followed, rather, they are meant to be a source of ideas for teachers to adapt or use in their own classes or programs. These ideas can be adjusted to the needs of the students being served.

Each TOEFL textbook has selections of both pre- and post-tests. The students should begin working on the TOEFL by taking a pre-test. It will then be most helpful if they start this project by beginning to work on the section where they received their lowest score.

Part 3 – TOEFL: High Advanced, Level VI, continued

Test #1: Listening

Listening measures a student's ability to understand spoken North American English. The statements and conversations in the listening comprehension section are samples of what a student would hear if he/she were in a classroom with a group of North American students.

Test #2: Structure

This section is designed to measure a student's ability to recognize language that is appropriate for standard written English. (In many classes, this would be called a "grammar usage test".) The paper-written test is multiple choice. The computer test is multiple choice and includes the essay.

"Everything is hard for the beginner." —*Student Learner*

Test #3: Reading

The Reading Test is designed to measure a student's comprehension of standard written English. Many students who have taken this test think it is the most difficult test. They have found that they should have spent more time on reading preparation. There are usually several long passages that must be read and questions to answer about what has been read.

The best way to prepare students for this test is to have them read, read, read. Have them read newspapers, news magazines, books assigned to them by their teacher and anything that has long reading passages.

Test #4: Essay

A student will be given 30 minutes to write on a topic that will be given to the students by the test administrator. The student can NOT choose the essay topic. This essay can be handwritten or written on a computer.
A student should handwrite the essay if he/she is not comfortable
- Typing
- Composing written material on a keyboard, or
- Using a keyboard with English characters.

Sample Writing Topics for the Essay

- "How do movies or television influence people's behavior? Use reasons and specific examples to support your answer."

- "You must select a person to teach others to do a job. Which one of the following is the most important for you to consider in making your selection?
  - The person's education
  - The person's work experience
  - The quality of the person's previous work.

  Use specific reasons and examples to support your answer."

English Language/ Civics Competencies

During the Program Year 2000, the Office of Adult Education of the United States Department of Education, Office of Vocational and Adult Education presented nine grants to Adult Education ESOL programs in Tennessee. The following curriculum is the culmination of the work produced by these grantees in a joint action research project.

The purpose of this curriculum is to provide English language instruction that will emphasize instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.

The curriculum is divided into the six ESOL levels, identified by the NRS (National Reporting System). ***It is not intended that students progress through this curriculum sequentially.*** The instructor may present topic-centered lessons that integrate information from several areas.

"For adult English language learners, civics education is a broad term that includes:

- Instruction on how to gain U.S. citizenship;
- Instruction about U.S. history and culture, including lessons on diversity and multiculturalism;
- Instruction and guidance on becoming active participants in their new communities.

A key element of civic participation education for adult English language learners is that learning needs to have real-life consequences. One of its purposes is for learners to become active in community life. For example, learners might collaborate to fight for a community improvement, learn about and participate in the American electoral system (if appropriate), or join the local Parent Teacher Association." (Lynda Terrill, National Clearinghouse for ESL Literacy Education.)

"I wish I can spend time in America using English without my husband's help. Someday I want to study at university and have a job."

—Student Learner

Beginning ESL Literacy, Level I

After completing Level I, the student will be able to:

- Identify the current U.S. president.
- Locate the United States and Tennessee on a world map.
- Locate county and city of residence on a Tennessee map.
- Recognize compulsory schooling for children 6-18, enrollment procedures and the importance of regular school attendance.
- Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).
- Recognize a check and a money order and read the amount.
- Demonstrate understanding of U.S. holidays and social customs.

Beginning ESL, Level II

After completing Level II, the student will be able to:

- Identify basic government agencies (post office, social security, health department, Department of Human Services).
- Demonstrate ability to purchase stamps and mail a package and a letter.
- Identify community services (hospital, police, fire, public schools, library, parks and recreation areas).
- Identify basic government agencies (post office, social security, health department, Department of Human Resources).
- Demonstrate understanding of U.S. holidays and social customs.

Low Intermediate, Level III

After completing Level III, the student will be able to:

- Identify places in the community and describe public services.
- Identify the current U.S. President, Vice President and state Governor.
- Identify required documents related to transportation (driver's license, insurance card, registration, passport).
- Identify basic utility companies (water, gas, electric, telephone and cable).
- Read and understand traffic signs.
- Identify safe driving practices (seat belts, child safety restraints).

> "When I finished six grade, I very want to continued go to school but my country's school only have six years free. The seven grad need to pay for money. My family is very poor. My mom told me she doesn't have money for me to go back school. I must go to work... Everyday lunch time when I walk in street, I saw a lot of students. I feel very sad. They are so lucky. I wish some day I can go back school again. Right now I have chance to go back school. I feel very happy and lucky. I hope some day I can go to school full day, learn some more English. I never feel tired in class."
>
> —*Student Learner*

High Intermediate ESL, Level IV

After completing Level IV, the student will be able to:

- Locate various businesses, governmental and community agencies in local area (doctor's office, school, hospital, post office, church, synagogue, and mosque).
- Identify procedures for mailing a letter or package (domestic and international), for purchasing money orders and registering mail.
- Demonstrate ability to utilize a variety of delivery services (post office, UPS, FEDEX).
- Identify the current U.S. president and vice president, state and local officials and their functions.
- Recognize vocabulary and tradition associated with major American holidays and contrast with native customs.
- Identify various means of locating housing (signs, ads, personal contact) and report maintenance, repair problems.
- Compare/contrast U.S. legalities regarding parenting practices (compare/contrast practices to those of other countries).
- Identify housing costs (first, last and security, utility deposits).

Low Advanced, Level V

After completing Level V, the student will be able to:

- Demonstrate understanding of trial by jury and other elements in a U.S. court of law (judge, jury, lawyers).
- Demonstrate appropriate response when stopped by law enforcement officers.
- Describe a problem/request service (emergency road assistance, car accident and vehicle theft).
- Locate and access community services, organizations, and government agencies.
- Demonstrate understanding of American system of government (three branches).
- Request and respond to information from businesses, government and community organizations.
- Demonstrate an understanding of the responsibilities of owning a gun.

Advanced ESL, Level VI

After completing Level VI, the student will be able to:

- Understand the conditions required when applying for citizenship:
  —Be at least 18 years old.
  —Have been a lawful permanent resident of the United States for a continuous five-year period.
  —Can read, write and speak basic English.
  —Have a knowledge of U.S. history and government.
  —Is a person of good moral character and has not been convicted of a serious crime.
  —If married to an American citizen, can apply for citizenship after having lived in the U.S. for three years and after having been married for those three years.

> "It is very important for me to learn English because this new language opens my mind to this new world surrounding the language, customs, habits, and my new life."
>
> —Student Learner

- Understand the steps to citizenship:
  —Be eligible to apply
  —Complete the application process
  —Pass the INS interview
  —Swear the Oath of Allegiance to the United States

Understand and be able to give correct answers to the 100 Questions distributed by the Immigration and Naturalization Service (see Student Learning Plan –"Citizenship Test Preparation").

Resources

Citizenship: Passing the Test (Low Beginning)
Published by New Readers Press.
This book covers all essential topics required for civics questions within the INS naturalization interview. Some of the information presented in the book is about American history, branches of U.S. government, holidays, government leaders, national symbols, voting, and practice tests. A student book, audiotape and teacher's guide are available.

The INS Citizenship Interview: Will They Pass?
Published by New Readers Press.
This 50-minute video takes ESL students step by step through the process of the INS interview, including the oral test, and shows the level of language skills and content knowledge required to succeed. It provides excellent modeling for people preparing for the citizenship test and interview and is particularly useful for teachers helping them prepare.

The Way to U.S. Citizenship (Intermediate Level)
Published by New Readers Press.
This is a basic United States history and government workbook designed by CASAS. It focuses on integration of language and content while recognizing the unique learning needs of permanent residents and citizenship candidates. Thirty-six lessons each include a narrative, an activity section with practice exercises and a quiz.

Living in the United States
Published by New Readers Press.
A pocket reference guide to U.S. culture that includes maps, vital statistics, and a brief history to assist newcomers to the U.S. It also includes practical advice on topics such as banking, health, and local customs.

Preparation for Citizenship
Published by Steck-Vaughn.
Readability levels for this text are levels 2-4. It includes INS core content, 100 authentic study questions, and application forms.

America's Story
Published by Steck-Vaughn.
This is an excellent series (text 1 and text 2) on American history that is written at readability levels of 2-3. Features covered are exploration, settlement, the fight for freedom, growth of the nation, the Civil War, Reconstruction, westward expansion, the Industrial Revolution, the World Wars, the space race, civil rights and the Clinton presidency.
Text 1 is before 1865. Text 2 is after 1865.

Stories We Brought With Us (Beginning Level)
Published by Pearson Education.
Traditional tales from various countries offer two versions of each story—one with less complex structures and limited vocabulary—making it ideal for multi-level reading classes. The multicultural content encourages students to draw on their own traditions and backgrounds for comparison and contrast.

Handbook for Citizenship (Beginning-Advanced level)
Published by Pearson Education.
Designed for oral use, this text teaches the information needed to answer oral U.S. citizenship exam questions. Contents include early U.S. history, U.S. government, and writing practice for the INS exam. A cassette tape and tapescript are also available.

Citizenship Made Simple (Beginning-Intermediate)
Published by Delta Systems Co., Inc.
Individuals wishing to apply for U.S. citizenship, ESOL instructors, and legal professionals will find this to be a comprehensive and easy-to-read manual. The book covers frequently used terms, requirements for U.S. citizenship, the application process, and the test. The book also includes a directory of immigration offices and U.S. passport agencies.

Our Constitution, Our Government:
Getting to Know the United States (Beginning-Intermediate)
Published by Delta Systems Co., Inc.
This text uses the Constitution of the United States to study our system of government. It explains how and why our system of government is so successful. The teacher's guide provides additional exercises through case studies, role-playing and written activities.

Workplace Competencies

Most of the following competencies are located in the list of curriculum competencies and listed under the NRS levels. Some teachers may wish to use this separate list of competencies for their workplace classes.

Beginning ESL Literacy, Level I

The individual at this level can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.

At the end of Level I, the student will be able to:

- Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).
- Recognize a check and a money order and read amount.
- Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs).
- Identify warning symbols (poison, flammable, danger).
- Recognize, state, read and write vocabulary for personal information (first, middle, last name, number, street, zip, phone number and social security number and fill out personal information form).
- Identify basic government agencies (post office, social security, health department, Department of Human Services).

"When the first time I arrived to the united Estates of America, I was thinking in how to find a school to learn this language. Since 1998 was the first time in to be in this Kind of earth, but after that date I like it to live in this country. Anyway, I found this school building and now I can speak a little bit of Englis. I should like to find a better job."

—Student Learner

Beginning ESL, Level II

The individual at this level can handle routine entry-level jobs that do not require oral communication and in which all tasks can be easily demonstrated.

At the end of Level II, the student will be able to:

- Identify entry-level jobs and workplaces of various occupations.
- Recognize procedures for applying for a job and complete a simplified job application form with assistance.
- Demonstrate ability to respond to basic interview questions.
- Produce required forms of identification for employment.
- Demonstrate ability to ask for assistance and clarification on the job.
- Demonstrate ability to read a simple work schedule.
- Recognize pay stubs and deductions.

- Tell time using analog and digital clocks.
- Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).
- Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.

Low Intermediate, Level III

The individual at this level can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.

> "The first time that I came here in Unite State was in 1993. It to me was different world. I had trouble with the language. The food was different tatally. I meet people from dirrerent country. Also some people are good and other are bad. The Life was so hard to me because everywhere need English. So I tried to learn English. I went to school. There are all the problems that I have the first time that I get here."
>
> —*Student Learner*

At the end of Level III, the student will be able to:

- Identify different kinds of jobs using simple help-wanted ads.
- Describe personal work experience and skills.
- Demonstrate ability to fill out a simple job application without assistance.
- Produce required forms of identification for employment (photo I.D.).
- Identify social security, income tax deductions, and tax forms.
- Demonstrate understanding of employment expectations, rules, regulations and safety.
- Demonstrate understanding of basic instruction and ask for clarification on the job.
- Demonstrate appropriate treatment of co-workers (politeness and respect).
- Demonstrate ability to report personal information including gender and marital status.
- Demonstrate ability to make appropriate formal and informal introductions, greetings, and farewells.
- Use appropriate expressions to accept and decline offers, and to express feelings and emotions.
- Use appropriate telephone greetings, leave an oral message and take a written message.
- Demonstrate knowledge of emergency procedures at home and work.

High Intermediate, Level IV

The individual can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.

At the end of Level IV, the student will be able to:

- Recognize and use basic work-related vocabulary.
- Use various sources to identify job opportunities and inquire about a job (newspapers, agencies).

- Complete a job application and transfer information to basic resume format.
- Recognize and demonstrate appropriate behavior and positive image for job interview.
- Demonstrate understanding of work schedules, time clocks, time sheets, punctuality and phoning in sick.
- Follow generic work rules and safety procedures.
- Ask for clarification and provide feedback to instructions.
- Demonstrate appropriate communication skills in the work environment (interactions with supervisor and co-workers).
- Recognize and understand work-related vocabulary for transfers, promotions, incentives.
- Identify appropriate skills and education necessary for getting a job promotion.
- Identify appropriate behavior, attire, attitudes and social interaction for a promotion.
- Demonstrate ability to use test-taking strategies (circle, bubble in on answer sheet, true/false and cloze).
- Demonstrate knowledge of operating equipment necessary for home and work.
- Recognize and use vocabulary relating to alarm systems (smoke detectors, house and car alarms).

Low Advanced, Level V

The individual can handle jobs that require oral and written instruction and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.

At the end of Level V, the student will be able to:

- Use a variety of resources to search for job opportunities and discuss required training.
- Complete job applications, resume and cover letter.
- Recognize and demonstrate standards of behavior for job interview, ask and answer questions during a job interview.
- Write a thank-you note and conduct a follow-up call after the simulated job interview.
- Demonstrate understanding of job specifications, policies, standards, benefits and W2 form.
- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, and social interaction that affect job retention).

- Demonstrate understanding of workers' rights (compensation, unionization, right to work).
- Demonstrate an understanding of work performance evaluations and their impact on promotions.
- Demonstrate knowledge of operating equipment necessary for home and work.
- Ask and provide directions and instructions.
- Demonstrate ability to take and report accurate messages.
- Demonstrate ability to give and request information clearly by telephone.
- Locate a variety of resources in telephone directories (maps, government agencies, coupons).
- Discuss U.S. driving responsibilities (driver's license, traffic regulations, insurance, seat belts, child safety restraints).

"When I come to the Unite State my first time I was feel strange and I din't know to speak they language. That was very hard to me. When I learned about this school, I had a hope for learn how to speak English and so have communicition with everybody."

—Student Learner

High Advanced, Level VI

The individual has a general ability to use English effectively to meet most routine work situations, can interpret routine charts, graphs and tables and complete forms, has high ability to communicate on the telephone and understand radio and television, can meet work demands that require reading and writing and can interact with the public, can instruct others in use of software and technology.

At the end of Level VI, the student will be able to:

- Plan a career path and develop a portfolio: which may include resume, cover letter, professional recognitions, awards, certificates, etc.
- Interpret want ads, job announcements and networking.
- Present a positive image (dress, grooming, body language) and ask and answer a variety of questions in a job interview simulation and a follow-up call.
- Demonstrate understanding of job specifications, policies, standards, benefits and complete IRS form(s).
- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes and social interactions that effect job retention).
- Communicate with supervisor and co-workers, orally and in writing, regarding work related tasks and problems
  - — Write memos, report forms, etc.
  - — Give and follow instructions
  - — Identify problems, solutions, consequences.
- Demonstrate an understanding of work performance evaluations.
- Demonstrate an understanding and discuss workers' rights (compensations, unionization, right to work).

Workplace Tips for Adapting Materials for Instruction

- Use actual job materials as instructional texts; any commercial products used should truly contribute to the learning environment and lend themselves to integration with environmental print.
- Eliminate extraneous material. As a workplace instructor, you must know what is extraneous and what is critical or essential information.
- Make the topic clear; what is this piece of information about and what is it supposed to do?
- Reduce the number of words in a sentence and sentences in a paragraph whenever possible.
- Rewrite sentences in subject-verb-object word order.
- Change sentences written in passive voice to active voice whenever possible.
- Introduce new vocabulary in context and reinforce its use in the context of the employee's work.
- Eliminate as many relative clauses as possible.
- Rewrite paragraphs in charts, graphs, or other kinds of illustrations when possible.
- Encourage employees to draw on their prior knowledge to access information and to conceptualize learning.
- Organize instruction by job tasks, not by discrete basic skills.
- Include problems and simulations that practice basic skills as used in the workplace.
- Build on the employee's knowledge of the job.
- Involve the employees in preparing or creating instructional materials and in identifying topics for further study.
- Address reading issues using forms, documents, and signs from the job.
- Help employees learn strategies for interpreting and completing written forms.
- Give employees the opportunity to learn from one another and to work together to solve problems.
- Make certain instruction is linked to the goals and objectives of the company and the participating employees.

"Many ESOL students, while experiencing the stresses of learning a new language and adjusting to a new culture, are also dealing with the same adult responsibilities and pressures many other adult education students face. These pressures include: finding and keeping a job; navigating the health care system; finding housing; and dealing with problems such as crime, drugs, and living in poor neighborhoods. The ESOL classroom, whether it is in a factory, school, or civic building, needs to be one where students will feel safe and will experience an atmosphere of trust and openness."

—Barbara Tondre-El Zorkani

Educator

- Demonstrate an understanding of safety procedures (Right to Know, OSHA).
- Demonstrate an understanding of the concept of job advancement including job postings and vacant listings.
- Update resume and locate information about educational services that will assist in career advancement.
- Write an action plan for achieving goals and requesting a promotion or raise and identifying personal strengths and weaknesses.
- Demonstrate ability to apply a variety of test-taking strategies (multiple choice, true/false, cloze and essay).
- Demonstrate knowledge of operating equipment necessary for work.
- Demonstrate good comprehension during face-to-face conversation by verbally responding.
- Take accurate written notes and give complete verbal reports from telephone communication.
- Demonstrate ability to give and request information clearly by telephone.

Student Learning Plans

In an action research project, Tennessee ESOL Peer Trainers and the recipients of an EL/Civics grant designed and wrote Student Learning Plans. These plans were tried out with ESOL students and shared with co-workers. The feedback from this research was used to complete the Student Learning Plans that follow.

Student Learning Plan

Title of ESOL Learning Plan:

Level: (Please circle.) Level 1, Level 2, Level 3, Level 4, Level 5, Level 6, Multi-level

If applicable, check the Equipped for the Future (EFF) standard(s) used in this learning plan.
___ 1. Read with understanding
___ 2. Convey ideas in writing
___ 3. Speak so others can understand
___ 4. Listen actively
___ 5. Observe critically
___ 6. Use mathematics in problem solving and communication
___ 7. Solve problems and make decisions
___ 8. Plan
___ 9. Cooperate with others
___ 10. Advocate and influence
___ 11. Resolve conflict and negotiate
___ 12. Guide others
___ 13. Take responsibility for learning
___ 14. Reflect and evaluate
___ 15. Learn through research
___ 16. Use information and communications technology

Identify the learning plan: (Be explicit.)

What will students do?

What will teachers do?

What is the length of the task?

Describe in detail the activities used to implement this learning plan.

What evidence will you look for to know that learners are developing this learning skill?

How will you collect this evidence?

Instructor Comments and Reflections:

Submitted by:

County/Program:

For consistency, peer trainers and EL/Civics grant recipients were asked to use this format when submitting Lesson Plans.

LEVEL 1

Banking

- *To learn the vocabulary used in banking, to become familiar with checks, deposit slips, and checkbook records and to be able to make a deposit and cash a check.*
- *To learn to keep a checkbook record.*

Length of Activity: 1 hour or more

What will students do?

- Look, listen, read and write.
- Study and practice the vocabulary used with banking forms.
- Work in pairs.
- Practice dialog used when cashing a check.
- Become familiar with and fill out checks, deposit slips, and checkbook records.

What will teachers do?

- Observe and evaluate the students' familiarity with banking forms and words.
- Adjust presentation to students' level. Introduce vocabulary using copies of banking forms to illustrate the words.
- Sketch forms on the board and fill out at least one check, one deposit form and one page of checkbook record on the board.
- Provide scissors and copies of Blackline Master #13, *English ASAP*, Teacher's Edition, Literacy Level, p. 149.
- Monitor students' work, give help and encouragement as needed.
- Repeat filling out of forms, if required.
- Encourage partners to help each other.
- Model and promote practice of dialog.

Activities used to implement this learning plan.

Ask students if they know the name of any bank. Ask if anyone has a bank account and has a checkbook with them. Would anyone like to show his/her checkbook? If no one volunteers, teacher should be prepared with a checkbook. Name parts of the checkbook: checks, deposit slips, and a page of checkbook records. Distribute worksheet with examples of checks, deposit slips and page of checkbook records. Teacher sketches check form on the board while students cut out two checks. Assign partners and have each student write his/her name, first name first, and give it to partner. Teacher fills out check form on the board for $300.00. Students make out a

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
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COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Banking, continued

check to partner for $300.00. Use current date. Verify the spelling of partner's name. Write the amount in numbers and then in words, filling in any vacant spaces with a line. Complete check with student's signature. Observe each student's work and distinguish between a signature and printing. Students should give partners the $300.00 check which is made out to them. Partner endorses it exactly as the name is written on the check for $300.00. Direct students to fill out another check made out to ______________for $________. Sketch a deposit slip on the board, and fill it out with a starting balance of $450.00. Use the check from partner for $300.00 as part of the deposit, and $21.50 as the cash amount to be deposited. This is a good place to stop if students seem ready. Model dialog, or play tape for cashing a check and rehearse it until students are comfortable and can be understood. Use unison repetition, individual, and pair work as practice. If time allows, follow same procedure and complete a page of checkbook record, starting with a balance of $450.00.

What evidence will you look for to know that learners are developing this learning skill?

- Vocabulary words pronounced understandably.
- Correctly entered information on checks and deposit slips.
- Reading the dialogue understandably.

How will you collect this evidence?

- By attention to pronunciation of vocabulary words and dialog.
- By checking information recorded on checks and deposit slips and accuracy in endorsing and signature.

Vocabulary

Cash, check, write a check, endorse, sign, back, front, ID, driver's license, deposit slip, checkbook, keep a checkbook record and balance.

Dialog

Student 1: I want to cash this check/money order.
Student 2: Is it made out to you?
Student 1: Yes, it's from my family.
Student 2: Do you have ID?
Student 1: Here's my ID card. (or Driver's License).
Student 1: That's fine. You'll need to endorse it on the back. Sign your name exactly as it is written on the front.

Banking, continued

Resources

- *Action English Pictures*, pp. 61 (Offers sequential pictures of a man cashing a check).
- *English ASAP: Literacy, Teacher's Edition*, pp.149. (Steck-Vaughn Company)
- *Oxford Basic Picture Dictionary*, pp. 149:(Oxford University Press.)
- *Oxford Basic Picture Dictionary Workbook*, pp. 70: (Oxford University Press.)
- *Real Life English*, (Level 1-Student Book), pp. 55: Dialog: Bank closed on holidays. (Steck-Vaughn Company.)
- *Small Talk*, pp. 50, #1, Carolyn Graham,(Delta Systems Co., Inc.)

Instructor Comments and Reflections

The time required for this lesson will vary widely from one to two class sessions, determined by the students' experience with banks. If additional material is needed, a study of other services which the bank provides would include credit cards, a drive-through window, ATM machines, safety deposit boxes, investments and loan information. For students with no experience with banks, a field trip to one would be worthwhile. Take care to make the bank representative who will conduct the tour aware of the students' very limited knowledge of English. Copies of *Action English Pictures*, p. 61, provide a good review of the verbs used for students who are ready for this exercise.

Progress Check

Today I studied ________________.

( ) I can cash a check.

( ) I can make a deposit.

( ) I can show an ID.

LEVEL 1

Cardinal Numbers

To learn to read, write and spell cardinal numbers. To understand their use and to pronounce them understandably. To learn to ask for repetition and clarification.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

Length of Activity: One to two class sessions, determined by students' facility in using numbers

What will students do?

- Listen, look, read and write.
- Count beans and place them in a 10 x 10 grid.
- Work with partners, identifying numbers on dominoes or dice.
- Make flash cards and use them to read, spell, and pronounce numbers while working in pairs.
- Arrange flash cards sequentially.
- Play Bingo.
- Call Bingo.

What will teachers do?

- Provide materials: beans, grids, dominoes, dice, index cards, and Bingo game.
- Model writing numerals and number words and demonstrate their meaning.
- Count and write numbers in sequence.
- Initiate dialog by asking questions which are answered by numbers.
- Provide practice sheets with numerals and words written on them.

Activities used to implement this learning plan.

- Write numbers 1 – 12 on the chalkboard. Ask students to demonstrate the meaning by finger signs or by drawing objects. If there is difficulty, the teacher will model this activity and adjust the presentation. If students are able, invite them to write the number words under the numerals on the board.
- Review number words emphasizing correct pronunciation.
- Ask students to place beans (12) on the number grid.
- Use dominoes and/or dice for practice in identifying numbers.
- Review using classroom objects: doors, windows, students, tables, men, women, people from various countries.
- Distribute the index cards, 12 to each student, to create flash cards with numerals at the top and number words at the bottom of the cards (both

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Cardinal Numbers, continued

written on the same side). Ordinal numbers will be placed on the back of the cards later. Have students arrange cards sequentially and then ask them to count, holding up the proper card, if needed.

- Give students copies of numerals and number words for practice in writing and spelling to be done outside of class.
- Play Bingo.

Vocabulary

Number words grouped one through twelve, thirteen through twenty-nine, and one hundred. If two sessions seem necessary, use thirteen through twenty-nine, and one hundred for the second session.

Dialog phrases

- How many are there?
- How many?
- Please repeat.
- Excuse me.

What evidence will you look for to know that learners are developing this learning skill?

- Participation in oral and written activities.
- Facial expression and speed of response.
- Creation of flash cards and ability to place them in sequence.
- Use of cards in response to question, "How many ________ are there?"
- Practice sheet work.

How will you collect this evidence?

- Note amount and ease of participation in oral and written activities.
- Observe facial expression and speed of response.
- Check flash cards and students' ability to place them in sequence without help.
- Note responses to question, "How many __________ are there?"
- Monitor interactions with partner.
- Observe work on practice-sheet.

Cultural Differences

1 is written without an extension on the top, left.
7 is written without crossing it.
9 is written with a loop at the top, on the left of a straight line.

Cardinal Numbers, continued

Resources

- *Foundations*, p. 608 (Delta Systems Co., Inc.)
- *Listen First Unit 2*, PP. 11-16 (Delta Systems Co., Inc.)
- *Literacy in Lifeskills, Book 1*, pp. 5-10, pp. 12-18 (Heinle & Heinle). Extensive practice for students who need it.

Instructor Comments and Reflections

The numbers vocabulary is relatively small but intensely important. It is helpful to practice it until there is relaxed confidence in its usage. Numbers are used so frequently and in such a wide variety of activities that the security of being able to use numbers successfully gives students an encouraging start in their use of English.

Progress Check

Today I studied __________________.

( ) I can count from 1 to 12 in English.

( ) I can spell the number eight.

( ) I can read the words for numbers.

LEVEL 1

Money

To examine the currencies from several countries and to become familiar with U.S. currency and be able to use it comfortably.

Length of Activity: One or two class sessions

What will students do?

- Bring examples of currency from their countries and show it to class members.
- View currency from other countries.
- Learn the names, spellings and values of U.S. currency and practice its use.

What will teachers do?

- Be prepared to show additional currency if all students are from the same country.
- Give students an opportunity to show their country's currency.
- Present American coins and explain their values.
- Direct student practice in writing and saying vocabulary words and using American coins.
- Introduce dialog phrases and direct practice.
- Prepare a practice sheet.

Activities used to implement this learning plan.

- Introduce each student and his/her native country. Ask him/her to show currency from his/her country.
- Discuss differences in currencies.
- Give each student a chance to present one coin even if all students are compatriots.
- Present additional currency if needed.
- Evaluate students' familiarity with American money and adjust the level of the lesson appropriately.
- Present American coins and ask students for names and spelling of the coins. If students are able, they may write the coin names on the board and other students can add the value of each coin.
- Present bills of American currency, including a two-dollar bill.
- Introduce coins with which they may not be familiar such as a fifty-cent piece and a silver dollar.
- Ask students to write the names and values of American coins.
- Use a practice sheet to familiarize students with American coins and bills, if needed.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Money, continued

What evidence will you look for to know that learners are developing this learning skill?

Student work at the board, speed of answering questions, amount and level of participation, facial expression, and practice sheet answers.

How will you collect this evidence?

- Observation of students' responses, quality of attention, questions asked, presentation of currency.
- Check practice sheet.

Vocabulary

- Coins, change, penny, nickel, dime, quarter, half-dollar, bill, amount, total, and cash.

Dialog Phrases

- "Do you have any change?"
- "Do you have change for a five (dollar bill)?

Culture

- Distinguish between a dollar "bill" and a "bill" to be paid.
- Demonstrate the placement of the cents sign following the amount, (50¢) and the dollar sign preceding the amount ($4.00). You can say amounts of money several ways, example: $1.25 may be said "one dollar and twenty-five cents," "a dollar twenty-five" or "a dollar and a quarter."

Resources

Basic Oxford Picture Dictionary, pp. 10: (Delta Systems Co., Inc.).
Basic Oxford Picture Dictionary Workbook, pp. 10: (Delta Systems Co., Inc.).
English ASAP, Literacy Level 1, Teacher's Edition, pp. 148: (Steck-Vaughn).
English ASAP, Literacy Level 1, Student Book, pp. 74-77: (Steck-Vaughn).
Small Talk, pp. 51: Carolyn Graham (Delta Systems Co., Inc.).

Instructor Comments and Reflections

Students enjoy bringing their money to show. They seem to feel comfortable as they talk about it, but may need help with many of the words.

Progress Check

Today I studied ________________________.
( ) I can tell the value of each American coin.
( ) I can change a dollar.
( ) I can spell "dime."

LEVEL 1

Ordinal Numbers

To learn the vocabulary for ordinal numbers, their use, and their correlation with cardinal numbers.

Length of Activity: One class session

What will students do?

- Review cardinal numbers.
- Read, write, pronounce, spell, and use ordinal numerals and words.
- Make flash cards and use them to answer questions.
- Practice working in pairs.
- Take dictation of these words.

What will teachers do?

- Review cardinal numbers.
- Provide flash card materials and study sheets with ordinal words and numbers.
- Introduce ordinal numbers.
- Guide and observe creation of flash cards.
- Conduct drills that use flash cards with partners and with class.
- Describe in detail the activities used to implement this learning plan.
- Review cardinal numbers.
- Pass out study sheets with both cardinal and ordinal numbers.
- Line students up to illustrate order.
- Use calendar to illustrate order.
- Ask about each student's birthday and write the dates on the board.
- Practice reading them as ordinal numbers.
- Mention illustrations such as first name, First Aid, Twenty-first Street, etc.
- Send students to the board and give out ordinal numbers to be equated with cardinal ones. Example: 6/6th, six/sixth.
- Students add ordinal numbers to the back of flash cards.
- Teacher conducts drills with students using correlated flash cards to answer questions.

What evidence will you look for to know that learners are developing this learning skill?

- Accuracy of words and numbers on flash cards.
- Ability to answer questions with ordinal words.
- Ability to pronounce ordinal words.
- Board work and flash card answers.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Ordinal Numbers, continued

How will you collect this evidence?

- By monitoring student activity in the creation of accurate flash cards, and by listening to answers to questions.
- By giving attention to students' work on the board and noting correct answers.

Vocabulary

First, second, third, fourth, fifth, sixth, seventh, eight, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, etc.

Dialog Phrases

My first name is ____________________.
My last name is ____________________.
My birthday is the ____________ of ______________(month).

Resources

- *Foundations, Level 1*, pp. 58, 59, 61. Delta Systems Co., Inc.
- *Interchange, INTRO, Student Book*, pp. 68, Cambridge University Press.
- *Oxford Basic Picture Dictionary Workbook*, pp. 4, 5. Oxford University Press
- *Real Life English, Student Book, Level 1*, pp. 47-49. Steck-Vaughn Company

Culture

Many cultures say family names first before given names. Students need to distinguish which of their names Americans call "first name" to prevent confusion and embarrassment.

Instructor Comments and Reflections

This vocabulary, like all others for beginning students, requires lots of practice. It can be boring for teacher and students alike. Utilize as much humor, entertainment, surprise, and variety as can be mustered. The purpose is to remove guessing and uncertainty so students can answer without long pauses and concern. Students then have good feelings about their progress and success.

Progress Check

Today I studied ____________________.
( ) I can give my first name.
( ) I can match cardinal and ordinal numbers.
( ) I made flash cards today.

LEVEL 1

Personal Information

To give personal information that is appropriate and understandable. To ask for clarification and repetition as needed.

Length of Activity: One class session

What will students do?

- Look, listen, read and write, respond to questions, give personal information both written and orally.
- Learn to use discretion in giving personal information to strangers, such as age, salary, phone number, address, credit card number, and social security number.
- Pronounce and practice vocabulary words. Introduce self, record and listen to introductions.

What will the teachers do?

- Provide several information forms to be completed, and give help as needed in completing them.
- Prepare copies of dialog.
- Model vocabulary words and dialogs.
- Discuss use of personal information.
- Demonstrate filling out forms, and direct practice.
- Check written work. Provide tape and tape player to record.
- Prepare copies of dialog.

Activities used to implement this learning plan.

- Give each student a worksheet of several information forms to be completed. Teacher may walk around the room and give help as needed, or use the board to demonstrate how to complete the form. Direct students to fill out additional forms using the same information. Walk around the room again and check each student's progress.
- Model giving oral information. Include students by asking for their names, etc. Use vocabulary words to ascertain students' understanding.
- Introduce dialogs and pass out copies of vocabulary and dialogs. Practice, using unison and small group repetition, followed by pair work. If more practice is needed, one of each pair may progress to the next partner.
- Partners will tape the dialogs and play them back to encourage clarity of pronunciation.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Personal Information, continued

What evidence will you look for to know that learners are developing this learning skill?

Students are able to give their names, addresses, and phone numbers both orally and in legible writing.

How will you collect this evidence?

Teacher circulates in the room during pair work to observe clarity of speech, checks written work, and listens to tape.

Vocabulary

First name, last name, spell, street, avenue, road, circle, zip code, address, telephone number, social security number, and "I don't have one."

Dialog

Student 1: What's your name?
Student 2: My name is ____________ ______________.
Student 1: What's your first name?
Student 2: It's ______________.
Student 1: How do you spell that? Or, can you spell that?
Student 2: _ _ _ _ _ _ _ _.
Student 1: Where do you live? Or, what's your address?
Student 2: I live at _________. Or, My address is ______________.
Student 1: What's your zip code?
Student 2: It's 37 _ _ _..
Student 1: What's your phone number?
Student 2: It's (_ _ _) _ _ _ _ _ _ _.

Culture

It is wise to be cautious when giving personal information to strangers. This includes financial information, phone number, address, and social security number. Some Americans do not like to tell how old they are, so it is better not to ask. It is customary for men to shake hands with other men when they are introduced, and women often do also.

Resources

- *English ASAP, Literacy, Teacher's Edition*, pp. 3-13. Steck-Vaughn Company
- *English ASAP, Literacy, Student Book*, pp. 4-13. Steck-Vaughn Company
- *English ASAP, Workbook, Level 1*, pp. 6-8. Steck-Vaughn Company
- *Foundations*, pp. 2-10. Delta Systems Co., Inc.
- *Literacy in Life Skills, Student Book*, pp. 62-89. Heinle & Heinle
- *Real Life English, Literacy, Student Book*, pp. 12-24. Steck-Vaughn Company

Personal Information, continued

- *Real Life English, Literacy, Teacher's Edition,* pp. 12-24. Steck-Vaughn Company
- *Real Life English, Level 1, Student Book,* pp. 2-15. Steck-Vaughn Company

Instructor Comments and Reflections

Set the standard for understanding students' personal information rather high. Extensive practice is required. Students need practice pronouncing their names slowly and clearly. Using a tape recorder is helpful.

Progress Check

Today I studied ____________________.

( ) I can tell my name and address.

( ) I can spell my name and address.

( ) I can give my phone number.

LEVEL 1

Shopping, First Session

To learn the vocabulary used in shopping and to practice, write, and use it. To become familiar with different forms of payment.

Length of Activity: One class period, more if needed.

What will the students do?

- Help collect and price some items sold in drugstores.
- Practice, write, and use the vocabulary for shopping and payment.
- Price articles for sale and plan their arrangement.
- Prepare "play money."

What will teachers do?

- Collect articles to be sold in the drug store, provide play money materials, prepare vocabulary and demonstrate its use.
- Conduct an exercise to practice identifying and familiarizing students with articles to be sold and the vocabulary words.
- Introduce vocabulary in three divisions as given in its listing.

Activities used to implement this learning plan.

- Present realia to be used as merchandise in groups as given in vocabulary listing.
  - — **Pain killers:** show container and ask students to identify aspirin, Tylenol, ibuprofen and Advil.
  - — **Candy:** peppermint, caramel and chocolate.
  - — **Makeup:** lotion, lipstick, mascara, cream, eyebrow pencil, rouge or blush. Students will make a list of these products with the teacher's help.
- Review the lists.
- Plan arrangements of merchandise for the shopping activity.
- Prepare "play money" to be used in shopping.
- Review names, spelling and values of coins and of bills.

What evidence will you look for to know that learners are developing this learning skill?

- Improved pronunciation and use of vocabulary.
- Ability to name and spell the names of the products to be sold.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Shopping, First Lesson, continued

How will you collect this evidence?

- Monitoring students' speech and pronunciation, and participating in practicing vocabulary words.
- Viewing students' lists of vocabulary words.

Vocabulary

- Pain killers: aspirin, Tylenol, ibuprofen and Advil.
- Candy: peppermint, caramel and chocolate.
- Makeup: lotion, lipstick, mascara, cream, eyebrow pencil, rouge or blush.
- Pay, check, credit card, cash, ID, driver's license, passport, "How much is it?" and "I am just looking."

Resources

- *Oxford Basic Picture Dictionary*, pp. 40, 41. Oxford University Press
- *Oxford Basic Picture Dictionary Workbook*, pp. 40, 41. Oxford University Press
- *Real Life English, Student Book, Level 1*, pp. 72-77. Steck-Vaughn Company
- *Real Life English, Student Work Book, Level 1*, p.32. Steck-Vaughn Company
- *Small Talk*, p.50, #2, p.51, #3. Carolyn Graham, Delta Systems Co., Inc.

Instructor Comments and Reflections

Students especially enjoy shopping lessons and they may even ask questions about their experiences. This lesson may be simplified by limiting the items for sale to one group, such as make-up. Garage and yard sales could also be featured.

Progress Check

Today I studied ____________________.

( ) I can pay by check when I have an ID.

( ) I can tell the clerk I am just looking.

( ) I can ask the clerk, "How much is it?"

LEVEL 1

Telephone Use

To learn to use the telephone to find numbers in the telephone book, to ask for clarification and repetition, to identify themselves on the phone, and to handle wrong numbers.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. ✓ Solve Problems and Make Decisions
8. ✓ Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. ✓ Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. ✓ Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Length of Activity: Two class periods, more if needed

What will the students do?

- Bring telephone book and telephone to class if possible.
- Become familiar with sections of the telephone book and find numbers in the telephone book.
- Learn the customary way of phrasing telephone numbers.
- Practice requests to "repeat and clarify."
- Practice identifying self and dealing with wrong numbers.

What will teachers do?

- Provide telephone books and telephones.
- Determine students' experience with telephone use and adjust lesson to appropriate level.
- Direct practice dialing letters as well as numbers.
- Have some students at the board to take dictation from seated students.
- Exchange groups.
- Introduce vocabulary with examples and explanation.
- Prepare worksheets with vocabulary and dialogs.
- Direct dialogs in unison and then in pairs.

Activities used to implement this learning plan.

- Determine how much experience students have had with telephone use. Students who have been in the United States for a while are usually well experienced in calling home but do not try to speak English on the telephone.
- Point out letters on the telephone and explain how to use them.
- Give an example and have them dial a number that is given in letters. Send half of the students to the board. Ask remaining students to take turns dictating numbers to those at the board. Students may use their own telephone numbers or made up ones.
- Give students a few names and have them look up the telephone number in the phone book. Include one or two businesses. Introduce vocabulary with examples and explanations.
- Direct dialog activity. Rehearse first in unison then in pairs. This is a good

Telephone Use, continued

activity to record if there is time. Play the tape back so all students can hear their own recordings. If possible, allow students to record with a partner in a nearby location, not in the classroom.

What evidence will you look for to know that learners are developing this learning skill?

- Ability to find numbers in the telephone book.
- Remembering to identify self on the telephone.
- Proof of understanding new telephone numbers when dictated.
- Recognizable improvement in clarity, pronunciation and intonation of dialogs.

How will you collect this evidence?

- Observe students' speech and determine understanding.
- Note success in finding numbers in the telephone book.
- Check the telephone numbers written during dictation.
- Listen to dialog as students practice with partners and listen again if they were taped.

Vocabulary

"Answer the phone," dial, local call, receiver, area code, dial tone, long distance, wrong number, busy signal, hook, and "Please hold."

Dialog

(Placing a Call)
Student 1: Hello.
Student 2: This is __________. May I speak to __________ please?
Student 1: This is he/she.

(Receiving a Call)
Student 1: Hello.
Student 2: Hello. This is __________. May I speak to __________ please?
Student 1: Just a minute, I'll call him/her to the phone.

Dialog 1 *(Receiving a Wrong Number Call)*
Caller: Hello. May I speak to ____________, please?
Answerer: I'm sorry, there is no one here by that name. Or, there is no by the name of ________ here. You have the wrong number.

Telephone Use, continued

Dialog 2

Caller: Hello. May I please speak with President Bush?
Answerer: WHO?
Caller: President Bush.
Answerer: President Bush does not live here. You have the wrong number.

A Cultural Note

The number 0 in a telephone number is usually pronounced "oh" not zero. It is polite to begin a telephone call by giving your name very clearly and slowly. Be prepared to repeat and spell your name.

Resources

Graham, Carolyn. *Small Talk*: pp. 22. (Delta Systems Co.,Inc.)
Foundations: pp. 67. (Delta Systems Co., Inc.)
Listen First: pp. 16. (Delta Systems Co., Inc).
Literacy in Life Skills: pp. 64-67. (Heinle and Heinle)
Real Life English Literacy, Teacher's Edition: pp. 20-21. (Steck-Vaughn Company)

Instructor Comments and Reflections

Talking on the telephone is one of the things students find most difficult. It is helpful to remind them how to ask for repetition or clarification and learn that it is acceptable to say, "I don't understand." If there is a wide disparity in the students' experience in using the phone, pair students with different ability levels together and let them go through a few exercises.

Progress Check

Today I studied ________________.
( ) I can give my telephone number.
( ) I know the area code for my telephone number.
( ) I can tell a caller he/she has the wrong number.

LEVEL 1

Telling Time

Students will learn to tell time and ask for the current time.

Length of Activity: One or two 2-hour sessions

What will the students do?

- Review the numerals 1-60; practice pronunciation of numbers, identify numbers by sight, and write the numerals.
- After listening to simple dialogs, circle the appropriate clock and times.
- Write the correct times as indicated.
- Say the correct times as indicated.
- Circle the times on a sample time card, and say the times.
- Learn a simple dialog requesting and giving the current time.
- In groups of two, ask and give the time from realia clocks.*

What will the teacher do?

- Guide students in reviewing numerals 1 – 60. Ideas for this are:
- Write them on the board and have students copy the task(s).
- Lead the whole class in choral reading emphasizing pronunciation differences in 13 – 30, 14 – 40, etc.
- Point to individual numbers randomly and have students say the designated number along with variations where the number is said randomly and the student will have to write each number and/or work in small groups writing each number on index cards and then order the cards.

Activities used to implement this learning plan.

- Teach the form for writing the time (using the colon), how to say the times (one-fifteen, six-thirty, eleven-fifty, etc.), the word o'clock for the exact hour, a.m., and p.m. Use realia clocks* to teach times.
- Say a series of times as students circle the appropriate clock as shown on a series of pictures of digital and "face" clocks. This activity can be found on page 50 of *Take Charge: A Student-Centered Approach to English, Book 1*, by Edna Dialata, published by McGraw-Hill. Students can also indicate the correct time on their realia clocks.*
- Play the cassette or read the tapescript of a series of simple dialogs involving time as students circle the appropriate time. An example of this activity is on page 47 of *English ASAP, Literacy Level*, or p. 50 of *Real Life English, Literacy Level*, both published by Steck-Vaughn.

*Patterns for making realia clocks can be found in the back of *English ASAP: Connecting English to the Workplace* and *Real Life English* literacy level (Steck-Vaughn).

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Telling Time, continued

- Using a realia clock, show various times as students write the correct times.
- Using a realia clock, show correct times as students say the correct times.
- Have students circle and say the times indicated on real time cards or a sample time card such as found on p. 47 of *English ASAP* or p. 51 of *Real Life English* (Steck-Vaughn).
- Have students circle and say the times indicated on real time cards or teach a simple dialog requesting and giving the current time, such as:
  "What time is it?"
  "It's 4:30."
  "Excuse me?"
  "It's 4:30."
  "Thank you."
- Have students practice this dialog with their partner using realia clocks.

What evidence will you look for to know that learners are developing this learning skill?

Students circling the appropriate clocks and times, writing the correct times, saying the times correctly as a class and with partners.

How will you collect this evidence?

Teacher observation, written activities

Instructor Comments and Reflections

Of the three texts cited, I have taught only from *Real Life English*. I liked the thorough methodical approach of this text for literacy level students. The *English ASAP* seems to follow a similar approach for this level but it is geared more towards the workplace.

LEVELS 1 & 2

Telephone Use—Second Session: Leaving a Message

Learn to leave a message with a person or on an answering machine.

Length of Activity: One or two class sessions

What will students do?

- Listen to tapes that illustrate how to leave a phone messages.
- Read and practice the dialogs in unison with the class, and with a partner.
- Tape dialogs and replay them.
- When possible, leave a message on an answering machine.

What will the teachers do?

- Provide tape player and tapes.
- Prepare tapes and scripts which feature leaving a message with a person, or on an answering machine.
- Model, direct, observe, encourage and assist with dialog practice.
- Play the tapes.

Activities used to implement this learning plan.

- Introduce, explain and practice vocabulary.
- Review telephone use, and the need to ask for repetition and clarification.
- Play tape of first dialog, and ask what the students understood. Replay and ask if they understood anything more.
- Give students prepared script of dialogs and replay tape once or twice.
- Replay tape, pausing after each speech for students to repeat in unison. Ask students to select a partner and rehearse the same dialog.
- Circulate and observe difficulties and pronunciations which are not understandable. Assist students.
- Partners tape dialog in another room, if possible, while the remaining students continue to practice.
- Rehearse and practice second dialog using the same routine. Allow students to listen to their tapes immediately, then play all tapes for the class.

What evidence will you look for to know that learners are developing this learning skill?

- Understanding and repeating the dialogs.
- Questions or requests for repetition.
- The quality of the students' tapes: are they understandable?

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. ✓ Solve Problems and Make Decisions
8. ✓ Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. ✓ Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. ✓ Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Telephone Use—Second Session: Leaving a Message, continued

How will you collect this evidence?

By observing students' participation in vocabulary and dialog practice, with particular emphasis on being able to understand the tapes.

Vocabulary

Take a message, leave a message, answering machine, don't hang up, hold on, hold the line, can you hold? and may I use your phone, please?

Culture

Students often hang up when they hear a message on an answering machine. To reduce their apprehension, suggest that they call the time and temperature number to accustom them to listening to a message without the necessity of speaking.

Dialogs

Leaving a message with a person:

Eric: Hello.
George: Hello. This George. May I speak to ____________, please?
Eric: I'm sorry, he isn't here. Can I take a message?
George: Yes. Please tell him to call George at 297-4464
Eric: Call George at what number?
George: 297-4464
Eric: 297-4464?
George: That's right. Thanks. Good-bye.
Eric: Bye.

Leaving a message on an answering machine:

Answering machine: You've reached 260-6375. We're not able to answer the phone right now, but please leave a message after the beep and we'll return your call.
BEEP
Caller: This is Maria. My daughter is sick so I can't come to class. Please call me at 383-1338. I will be at home tonight. Thank you. Bye.

Resources

Interchange, INTRO, Student's Book, pp. 100-102. IC-4. Cambridge University Press

Interchange, INTRO, Teacher's Manual, pp. 130-134. Cambridge University Press

Listen First, p. 16, pp.29-32. Delta Systems Co., Inc.

Telephone Use—Second Session: Leaving a Message, continued

Instructor Comments and Reflections

Students are especially afraid of speaking English on the phone. They often answer the phone in their native language. It is helpful for the teacher to call students and they are pleased to be called. It may be wise to tell them you will call. Remind students to ask for repetition, and to say, "I don't understand."

Progress Check

Today I studied ____________________.

( ) I can give my telephone number.

( ) I can ask someone who calls to please repeat slowly.

( ) I can leave a message on an answering machine.

LEVEL 1 AND/OR 2

Telephone Use, 911 Calls

To learn how to call for help in an emergency, and what information to have ready.

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- ✓ 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- ✓ 9. Cooperate With Others
- ✓ 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- ✓ 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- ✓ 14. Reflect and Evaluate
- 15. Learn Through Research
- ✓ 16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education

Length of Activity: One or two class sessions

What will the students do?

- Discuss and study vocabulary.
- Listen to and practice dialogs of emergency calls and practice making them.

What will the teachers do?

- Show pictures of fire, medical and police emergencies.
- Lead discussion of emergencies and vocabulary.
- Prepare a work sheet of situations that require help, and discriminate between life threatening and non-life threatening ones.
- Emphasize and direct practice as students give their names and addresses.
- Conduct repetition of dialogs as needed.

Activities used to implement this learning plan.

- Write vocabulary on the board, discuss, and use pictures to illustrate a fire, medical emergency, or need for police.
- Use work sheet of emergencies and practice telling operator what help is needed.
- Read and practice dialog of emergency phone calls.
- Practice with different partners.
- Emphasize need to continue to hold the line.
- Practice asking for translator and waiting for translator to come on the line.
- Rehearse giving home address.

What evidence will you look for to know that learners are developing this learning skill?

- Students' ability to be understood.
- Remembering the 911 and additional numbers if given.
- Students staying on the phone line when asked to do so.

How will you collect this evidence?

By observation of students' work on practice sheet, listening to dialogs and practicing phone calls.

Telephone Use, 911 Calls, continued

Vocabulary

Emergency, life threatening, non-life threatening, fire, medical emergency, police, ambulance, weapon, gun, knife, wreck, injury, accident, location, cross street, drunk, interpreter, stay on the line, don't hang up.

Dialog 1

Student: (Dials 911.)

Operator: 911 Emergency. Do you need police, fire, or medical? (Copied from police training directions.)

Student: Police. I need an interpreter-Polish.

Operator: You need police and a Polish interpreter?

Student: Yes. Man with a gun.

Operator: Don't hang up. Wait.

Student: O.K.

Interpreter: (Speaks Polish) What is your name? Phone number? Address? etc.

Dialog 2

Student: (Dials 911.)

Operator: Metro-Nashville Police, Smith speaking. Do you need police, fire, or medical?

Student: No English. Spanish.

Operator: Wait. Don't hang up. I'll get a Spanish interpreter. Hold on.

Student: O.K.

Operator: Keep waiting. Don't hang up. Spanish speaker is coming.

Student: O.K.

Operator: Just a minute. Hold on.

Student: O.K.

Interpreter: (Speaks Spanish.) Asks for fire, police or medical, also name, address or location, and phone number.

Student: (Answers questions in Spanish.)

Interpreter: You can hang up now.

Culture

If a call is made from a cell phone, location must be given. If call is made from a regular phone, police need verification of the address. It is crucial to keep the line open even when the caller cannot say anything. Police will investigate a 911 call even if no one can speak a word.

Instructor Comments and Reflections

This is difficult for beginning students, but it is a worthwhile safety measure. If students are able to give their name, address, and phone number in

Telephone Use, 911 Calls, continued

English, it saves time. Identifying the type of emergency is also vital. Some areas have a second emergency number to call for non-threatening emergencies. This includes wrecks with no injuries, etc. In Nashville the number is 862-8600. Using a phone for practice, even when it is not connected, is helpful to students. Writing the address may also be helpful during practice sessions.

LEVEL 1 AND/OR 2

Before and Now

Students will learn and use common verbs in simple past tense as they write about and discuss their lives before and after coming to the U.S.

Length of Activity: One or two 2-hour class sessions

What will students do?

- Write the past tense form of some common verbs.
- Complete sentences describing foods eaten before and now.
- In small groups, discuss this topic.
- Complete a chart about other ways they are changing, using present and past tense. Tell a partner about the completed chart.
- Complete a similar chart about the partner's experiences.
- Write about how they and their families are changing since coming to the U.S.

What will teachers do?

- Write the base form and simple past tense form of some common verbs on the board for students to copy (such as: cook, like, live, buy, drink, eat, go, get, wear).
- Model pronunciation and have students repeat chorally.
- Instruct students to keep this for study and review. Write these sentences on the board for students to copy and complete:
  1. Before, in my country, I ate _____, but now, in this country, I eat _____.
  2. Before, I drank _____, but now, I drink _____.
  3. Before, my family cooked _____, but now, we cook _____.
- Have students discuss their sentences in small groups. They can report to the class afterwards if they want to.
- Pass out charts for students to complete, similar to this one from *Collaborations: English in Our Lives, Beginning 2*, by Gail Weinstein-Shr and Jann Huizenga (Heinle and Heinle):

Now	Before
I live with ________.	I lived with ________.
I live near ________.	I lived near ________.
I like to__________.	I liked to__________.
I buy____________.	I bought___________.
I wear___________.	I wore____________.
I__________*(other)*.	I___________*(other)*.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Before and Now, continued

- Have students work with a partner to share the information from their completed charts. As students listen to their partners, they will complete a similar chart in third person (with the heading About My Partner. For example, instead of I live and I lived, use She/he lives and She/he lived.) Instruct each student to share their partner's answers with the class. Lead any class discussion that follows.
- Assist students in writing a few sentences, dialog-journal style, about themselves and their families based on these questions: "Are you changing? If your family is here, are they changing? How?" If this is difficult, use the Language Experience Approach with a volunteer to use as a model for the others to follow.

Activities used to implement this learning plan.

See above. You may also want to spend time in this session or other sessions teaching the three ways to pronounce regular verb past tense endings, and add other verbs to this list.

What evidence will you look for to know that learners are developing this learning skill?

- Completion of sentences and charts.
- Classroom participation.
- Student writings.

How will you collect this evidence?

Teacher observation, sentences, charts, student writing.

Instructor Comments and Reflections

Students really like to talk about their lives before and compare experiences they've had since coming to the U.S. This stimulated some lively conversations in my class. Students enjoy class and probably learn better when the topic is meaningful to them.

LEVEL 2

Personal Introductions (or Present Tense of "To Be"), Lesson 1

Students will practice personal introductions using present tense "to be" statements.

Length of Activity: Two 2-hour class sessions

What will students do?

- Review basic vocabulary related to personal information.
- Listen to a recording of a series of simple introduction dialogs including name, spelling, where are you from, phone number, age, address, and request for repetition or clarification.
- Read the dialogs from the textbook (see below) as they listen.
- Practice the dialogs with a partner. Then practice introducing themselves and/or their partners in small groups.
- Complete a simple personal information form.
- Interview a classmate in front of the class. Other students will write down the information they hear.
- Read a simple story about an immigrant.
- Write answers to comprehension questions.
- Write a paragraph about themselves.
- Complete homework assignments from grammar workbook on present tense statements with "to be," contractions with "to be," and possessive adjectives.
- With a partner, complete textbook information gap review activities.

What will teachers do?

- Review with students by writing basic vocabulary words on board: first name, last name, age, address, etc.
- Do the same with personal pronouns and conjugation of "to be."
- Teach "to be" contractions with personal pronouns and question word, "what."
- Guide students through the above activities, circulating around the room, and helping where needed.
- Teach possessive adjectives.
- Make homework assignments.

Activities used to implement this learning plan.

These activities are taken from "Unit 1" of the textbook and cassette, *Take Charge! A Student-Centered Approach to English, Book 2*, by Edna T. Diolata

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Personal Introductions, continued

and published in 1997 by McGraw-Hill. The homework assignments are from the *Take Charge! Grammar Workbook 2*, by John Chapman.

What evidence will you look for to know that learners are developing this learning skill?

Classroom participation, successful completion of activities.

How will you collect this evidence?

- Teacher observation.
- The homework assignments should be collected and checked for accuracy.
- The writing assignments could go into the students' portfolios.

Instructor Comments and Reflections

I taught this lesson to a class of about 14 Hispanics, most of whom spoke at least some English, but wanted to learn to read and write in English. They have responded well to the approach of this textbook, which was recommended at one of the University of Tennessee, Center for Literacy Studies' ESOL Institutes.

LEVEL 2

Present Tense of "To Be," Lesson 2

Students will continue to practice using the present tense of "to be," this time with location.

Length of Activity: One 2-hour class session

What will students do?

- As a whole class repetition, then with partners, practice a series of three dialog/substitutions drills from Chapter 2 of Side by Side, Book 1, by Molinsky and Bliss (Pearson Education ESL) responding in complete sentences with the correct form of "to be."
- Discuss, write, and learn new vocabulary.
- Read two short passages silently, then listen while they are read aloud.
- Answer true/false comprehension questions.
- Discuss in groups where students are from, who's in class today, who's absent, where are they.
- Read and recite with the whole class the rhythm and pronunciation exercises found in the *Side by Side Activity Workbook 1*, Chapter 2.
- Complete written homework assignments from the workbook.

What will teachers do?

- Teach/review new location vocabulary.
- Model the dialogs from the substitution drills.
- Guide and assist students.
- Read passages aloud as students follow in their texts.
- Offer for a volunteer to read aloud.
- Ask comprehension questions.
- Guide group discussion.
- Read rhythm and pronunciation exercises.
- Assign homework.

Activities used to implement this learning plan.

See the textbook and *Side by Side Teacher's Guide 1* for more detail.

What evidence will you look for to know that learners are developing this learning skill?

Classroom participation in the activities and successful completion of homework assignments.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

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Present Tense of "To Be," Lesson 2, continued

How will you collect this evidence?

- Assign Homework will be collected at the next class session.
- Assign Teacher observation.

Instructor Comments and Reflections

The *Side by Side* textbook series contains lots of repetition and reinforcement, which is good for most of my students.

LEVEL 2

Telling Time

Students will use simple present and present continuous tenses to read, talk, and write about their daily routines, work schedules, and business hours.

Length of Activity: Several (three or four) 2-hour class sessions

What will students do?

- Review telling time.
- Review grammar using it to express time.
- Ask and answer questions about time in simple present tense, then write about their daily schedules.
- Analyze signs indicating business hours.
- Ask and answer questions in present continuous about time.
- Analyze, design, write, and correctly answer questions about work schedules.

What will teachers do?

- Explain and guide students through all activities.
- Teach any new vocabulary.
- Encourage participation.
- Suggest student groupings and pairings for each group activity.
- Provide texts, realia, charts, etc.
- Play cassette where indicated or read tape script.
- Check students' written work.
- Correct homework assignments.
- Circulate throughout the classroom, assisting where needed.

Activities used to implement this learning plan.

- Review use of "it" to express time ("What time is it? It's _____.").
- Review asking and telling time using realia clocks as a whole class and in pairs.
- Listen to a recording of simple dialogs about time, and circle the appropriate time. An example of this activity is found on p. 43 of *English ASAP, Book 1*, published by Steck-Vaughn.
- Analyze photographs (teacher or student taken) of signs indicating business hours from local businesses, or use the pictures on p. 54 of *Take Charge: A Student-Centered Approach to English, Book 1*, Edna Diolata, published by McGraw-Hill or on p. 55 of *Real Life English, Book 1*, published by Steck-Vaughn. Ask students questions about the business hours on different days of the week. Students ask each other in small groups or in pairs.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
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10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
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Telling Time, continued

- In pairs, ask and answer questions in simple present about daily schedules, such as "What time do you get up? What time do you eat breakfast?" etc. charts for themselves and their partners. *Take Charge, Book 2* has a good example of this activity on pp. 42-43. The *Take Charge Grammar Workbook 2* has circling and writing activities on pp.40-41 for practice using these questions and answers for first and third persons as well ("What time does she feed the children?" etc.)
- Read a short passage entitled "Rosa's Daily Routine" and answer comprehension questions from p. 45 of *Take Charge, Book 2*. Write about their daily routines using questions from the next page as guides. This can be a homework assignment.
- In small groups, look at clocks showing various times. Students tell their groups, using present continuous tense, what they are doing at these times.
- *English ASAP*, published by Steck-Vaughn, contains several good activities dealing with work schedules (pp. 41-43 in the Student Book 1 and "Unit 4" in the Workbook 1). These include analyzing work schedules and asking questions in pairs, listening to a recorded telephone conversation between an employee and boss and completing a sample work schedule, practicing a dialog about asking to leave work early for an appointment, writing their individual work schedules, and completing a class project involving a fictitious business and designing work schedules for students.

What evidence will you look for to know that learners are developing this learning skill?

Classroom participation, successful completion of the above mentioned activities.

How will you collect this evidence?

Teacher observation and written assignments.

Instructor Comments and Reflections

My students especially enjoyed writing about their daily routines (and later reading them aloud to the class). I corrected these and returned them for the students to write a corrected version. We put these into their portfolios.

LEVEL 2

What Do You Do? (Work, Lesson 1)

Students will discuss, describe, and evaluate their current jobs.

Length of Activity: One 2-hour session

What will students do?

- Read a simple story describing a typical job, complete a cloze activity, and dictation based on the story.
- Discuss the story.
- Interview each other and complete a chart of their classmates' job descriptions.
- Report to the class about other classmates' jobs.

What will teachers do?

- Write and distribute copies of a simple, two-paragraph story in simple present tense describing a fictional, but typical, job such as one your students might have. (Or use one of the stories from *Collaborations: English in Our Lives*, by Weinstein-Shr and Huizenga, Heinle and Heinle.)
- Allow students to read it silently for a few minutes, then read it aloud to them, or have a volunteer read it.
- Lead student discussion of the story by asking questions such as, "What does she do?" "Does she like her work?" "Do you know anyone who has a job like this?"
- Distribute copies of the story written as a cloze activity for students to complete.
- Dictate two sentences from the story for students to write.
- Teach interview questions and answers about work such as, "What do you do?" "What is your job?" "What hours do you work?" "Do you like your job?"
- Teach job names, including "homemaker" and "student."
- Distribute copies of a simple chart with columns, or put it on the board and have students copy it. The column headings should be something like: "Name, Job, Job Activities, Hours, Likes Job?"
- Instruct students to circulate around the room, interviewing each other and completing their charts. Afterwards, have them tell the class what they've learned.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Activities used to implement this learning plan.

This could be extended to cover more than one class session by also teaching the simple present tense, frequency adverbs, tools/equipment vocabulary, and/or adjectives to describe work. *The Language Experience Approach*

What Do You Do?, Lesson 1, continued

could be used to have a student or students tell about their job(s) as you write about it on the board. This could generate more discussion and ideas for future lessons.

What evidence will you look for to know that learners are developing this learning skill?

- Successful completion of cloze activity, dictation, and chart.
- Participation in discussion and interviewing activity.

How will you collect this evidence?

Teacher observation, the cloze activity, dictation, and charts.

Instructor Comments and Reflections

Most of these ideas are from the textbook, *Collaborations: English in Our Lives*. I like the student-centered, reflective approach of this text, which seems to give more responsibility for learning to the student than other approaches. However, some of my students prefer more structured grammar lessons than this text employs. So one suggestion is to use the book as a basic guide for daily classroom topics and add grammar lessons where appropriate.

LEVEL 2

Problems at Work, Lesson 2

Students will discuss work-related problems, suggest solutions to the problems, role-play solving problems at work, and write about their jobs.

Length of Activity: One 2-hour class session

What will students do?

- Read and discuss a simple story about problems at work.
- In groups, write suggestions for solutions to these problems, and write ideas about what other problems people might encounter at work.
- Discuss solutions.
- Share ideas with the class.
- Role-play with a partner about one or more of the problems and solutions. Write, in dialog journal style, about their work. Tell what they like and don't like about their work.

What will teachers do?

- Write and distribute a simple story describing problems one of the students might encounter at work, or use a story such as this one from *Collaborations: English in Our Lives*, by Weinstein-Shr and Huizenga, Heinle and Heinle, Beginning 2, p. 60 and the *Collaborations Beginning 2 Workbook*, p. 53:

> "In the summer, I get dizzy from the heat in the kitchen. There aren't enough cooks here. That's the biggest problem. Sometimes I work ten hours with no break. Sometimes I get mad. I want to quit."

- Guide student discussion of the story.
- Teach any new vocabulary.
- Teach use of "should."
- Instruct and guide group activities.
- Guide class discussion.
- Make a master list of their problems and solutions on the board or on newsprint. Have students write about their jobs. Write questions on the board to assist their writing if necessary, such as: "I am a _____. At work, I like to work when _____. At work, I don't like to _____. I feel good at work when _____. I feel bad at work when _____." While students are writing, use the lists from the board or newsprint as role-play ideas. When they finish writing, assign problems/solutions to pairs to practice and perform for the class.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Problems at Work, Lesson 2, continued

Activities used to implement this learning plan.

This lesson could serve as a springboard for teaching work-related vocabulary and grammar lessons on "should," "like to" and "don't like to," simple present tense, and irregular present tense verbs such as "have." For the role-play, you will probably need to teach basic phrases such as, "Can you explain that again? Can I take a break now? May I leave at 4 o'clock today? I think there's a mistake in my paycheck," etc.

What evidence will you look for to know that learners are developing this learning skill?

Classroom participation, group participation, student writings, role-plays.

How will you collect this evidence?

Teacher observation, student writings, student-generated lists. The role-plays could be video- or audiotaped.

Instructor Comments and Reflections

Most of these ideas are from the textbook, *Collaborations: English in Our Lives* (Heinle and Heinle). This lesson could potentially generate strong emotions which can be good to stimulate discussion, but the teacher will need to be sensitive to students' feelings.

LEVEL 2 & UP

Using the Newspaper to Buy Groceries

2 → 6

Students will learn how to read grocery ads and the terminology of ads.

Length of Activity: 2 to 4 hours. Probably two class sessions.

What will students do?

- Look through grocery ads.
- As a class, discuss the ad.
- Use picture dictionary to identify items.
- Talk about containers, prices, sales, abbreviations, dates of sales, and other terminology.

What will teachers do?

- Provide ads, dictionaries, and worksheets.
- Guide discussion and assist as necessary.

Activities used to implement this learning plan.

This lesson presumes that students have already been studying the food and supermarket vocabulary from the picture dictionary. As a class, students will discuss the ad and talk about the items and vocabulary of the ad.

- Students will work in pairs to complete worksheets with questions about the ads.
- Students will take turns standing in front of class asking questions of their classmates from the worksheet.
- Students will each make up a grocery list pertaining to their needs from the grocery ad.

What evidence will you look for to know that learners are developing this learning skill?

- Observation.
- Ability to successfully complete the written assignment.
- Ability to ask and answer questions of each other.

How will you collect this evidence?

- Observation.
- Written assignments.

Instructor Comments and Reflections

Students are enthusiastic about this practical assignment. The next lesson could be about coupon clipping.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVEL 3

Using the Newspaper to Find An Apartment

Students will study the classified ads to find apartments suitable to their needs.

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- ✓ 7. Solve Problems and Make Decisions
- 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- ✓ 15. Learn Through Research
- ✓ 16. Use Information and Communications Technology

Length of Activity: 4 hours. Probably two class sessions.

What will students do?

- Look for apartments in the classified ad section of the newspaper.
- Learn meaning of the abbreviations and vocabulary of apartments.
- Make practice calls to inquire about the apartments.
- Set up appointments for viewing.

What will teachers do?

- Provide materials and instruction.
- Assist and guide students as needed.

Activities used to implement this learning plan.

- Use a picture dictionary to familiarize students with the vocabulary of apartments.
- Show an ad for an apartment on the overhead. Point out abbreviations. Explain.
- Students will then work in groups or pairs looking at ads. Each student will select an ad that would be suitable for him/her and cut out the ad. Each student will decode his/her ad and write his/her information on paper.
- Each student will then tell the class about his/her apartment.
- As a class and with teacher's help, students will form a conversation group to ask questions about the apartment in his/her ad and write it on paper.
- Students will then practice making phone calls about their ads.

What evidence will you look for to know that learners are developing this learning skill?

- Written translation of the ad.
- Written phone conversation.
- Oral phone conversation.

Instructor Comments and Reflections

This procedure could be adapted for job ads.

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVEL 3

Using the Newspaper To Study Restaurant Ads

As part of a unit on eating in and/or working in restaurants, students will study restaurant ads in the newspaper and identify pertinent information.

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- ✓ 15. Learn Through Research
- 16. Use Information and Communications Technology

Length of Activity: 2 hours, depending on size of the class.

What will students do?

- Work in pairs or groups looking at restaurant ads.
- Clip an ad that looks interesting to them.
- Complete a questionnaire compiled by the teacher.
- Answer questions from fellow students about their ads.

What will teachers do?

The teacher will provide instruction, materials and monitor and assist as necessary.

Activities used to implement this learning plan.

1. Students will have learned restaurant vocabulary in the earlier part of the unit, so the teacher can proceed by putting a restaurant ad on the overhead. She will point out the operating hours, locations, special prices, coupons, etc.
2. Students will then work in pairs or groups studying ads and each student will cut out an ad.
3. Students will use their ad to write answers to questions on a worksheet.
4. Students will then ask each other questions about the restaurant.
   They can use the questions in the questionnaire. They may work in pairs or they may ask the entire class.

What evidence will you look for to know that learners are developing this learning skill?

- Can they identify a restaurant ad?
- Can they read the information?
- Can they read and answer the questions correctly?
- Can they understand orally and respond correctly?

How will you collect this evidence?

Worksheets and observation.

Instructor Comments and Reflections

Can be used with Level III and up. For multi-level groups, do the entire exercise in groups.

SUBMITTED BY:
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COUNTY/PROGRAM:
Sevier County Adult Education

Using the Newspaper to Find an Apartment, continued

Worksheet for Using the Newspaper to Rent an Apartment

1. Where is the apartment located? ______________________
2. What is the phone number? ______________________
3. How many bedrooms are there? ______________________
4. How many rooms are there? ______________________
5. How much does it cost per month? ______________________
6. Are utilities extra? ______________________
7. How much is the deposit? ______________________
8. Is the apartment furnished or unfurnished? ______________________
9. When is it available? ______________________
10. What is their policy about pets? ______________________
11. What kind of heat and air does it have? ______________________
12. What is special about this apartment? ______________________
13. What kind of appliances does it have? ______________________
14. In what kind of neighborhood is it located? ______________________
15. What do you like about this apartment? ______________________

____

16. What don't you like about this apartment? ______________________

____

LEVEL 3

Using the Newspaper To Study Restaurant Ads

As part of a unit on eating in and/or working in restaurants, students will study restaurant ads in the newspaper and identify pertinent information.

Length of Activity: 2 hours, depending on size of the class

What will students do?

- Work in pairs or groups looking at restaurant ads.
- Clip an ad that looks interesting to them.
- Complete a questionnaire compiled by the teacher.
- Answer questions from fellow students about their ads.

What will teachers do?

The teacher will provide instruction, materials and monitor and assist as necessary.

Activities used to implement this learning plan.

1. Students will have learned restaurant vocabulary in the earlier part of the unit, so the teacher can proceed by putting a restaurant ad on the overhead. She will point out the operating hours, locations, special prices, coupons, etc.
2. Students will then work in pairs or groups studying ads and each student will cut out an ad.
3. Students will use their ad to write answers to questions on a worksheet.
4. Students will then ask each other questions about the restaurant. They can use the questions in the questionnaire. They may work in pairs or they may ask the entire class.

What evidence will you look for to know that learners are developing this learning skill?

- Can they identify a restaurant ad?
- Can they read the information?
- Can they read and answer the questions correctly?
- Can they understand orally and respond correctly?

How will you collect this evidence?

Worksheets and observation.

Instructor Comments and Reflections

Can be used with Level III and up. For multi-level groups, do the entire exercise in groups.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
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12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

Using the Newspaper to Find an Apartment, continued

Worksheet for Using the Newspaper to Rent an Apartment

1. Where is the apartment located? ______________________
2. What is the phone number? ______________________
3. How many bedrooms are there? ______________________
4. How many rooms are there? ______________________
5. How much does it cost per month? ______________________
6. Are utilities extra? ______________________
7. How much is the deposit? ______________________
8. Is the apartment furnished or unfurnished? ______________________
9. When is it available? ______________________
10. What is their policy about pets? ______________________
11. What kind of heat and air does it have? ______________________
12. What is special about this apartment? ______________________
13. What kind of appliances does it have? ______________________
14. In what kind of neighborhood is it located? ______________________
15. What do you like about this apartment? ______________________

    ____
16. What don't you like about this apartment? ______________________

    ____

Using the Newspaper to Study Restaurant Ads, continued

Restaurants

1. What is the name of the restaurant? ____________________

2. Where is it located? ____________________

3. What days are they open? ____________________

4. What are the hours? ____________________

5. Do they serve a special food? ____________________

   What is it? ____________________

6. Is there a coupon? ____________________

   What is it for? ____________________

7. Do they advertise any special prices? ____________________

   What is the special? ____________________

8. What is the telephone number? ____________________

9. Do they have entertainment? ____________________

   What is it? ____________________

10. What are some of the dishes they serve at this restaurant? ____________________

    ____

11. Would you like to eat at this restaurant? ____________________

    Why? ____________________

Using the Newspaper to Study Restaurant Ads, continued

Restaurants

Nouns

appetizer
ashtray
bar
bowl
booth
buffet
chair
check
cocktail
course
cup
dessert
dish
fork
glass
gourmet
gratuity
knife
main course
meal
menu
mug
napkin
order
plate
platter
reservation
round (of drinks)
refill (of coffee)
salad bar
salt
serving
spoon
table
tablecloth
tax
tip
wine cellar
wine list

Verbs

dine
eat out
order
pay
prepare
reserve
tip
take out

Types

automat
cafe
cafeteria
coffee shop
diner
drive-in
fast-food
gourmet
luncheonette
natural foods
pizzeria/pizza
parlor
snack bar
soda fountain
vending machine

Personnel

baker
bartender
busboy
cashier
chef
cook
dishwasher
guest
headwaiter
host
hostess
maitre d'
manager
waiter
waitress

Adjectives

a la carte
baked
bland
boiled
broiled
cold
delicious
dry
fresh
fried
grilled
hot
mashed
medium
overdone
rare
raw
salty
scrumptious
sliced
spicy
steamed
succulent
take-out
tasteless
tasty
to go
well-done

Idioms and Expressions

wine and dine
bill of fare
bottomless cup
doggy bag
dutch treat
room and meals tax
go dutch
take the check
foot the bill
dine and dance

MULTI-LEVEL, PRIMARILY LEVEL 3 - 6

Christmas Customs

3 → 6

Length of Activity: Approximately two 2-hour sessions

What will students do?

- Read for information on the plants of Christmas.
- Interact with each other and with teacher using the information/vocabulary on the topic.
- Share information about their cultures.
- Use listening, writing, reading and speaking skills while using the information available in the lesson.

What will teachers do?

- Provide resources for the students to learn about the plants of Christmas.
- Respond to questions.
- Lead game activity.
- Lead creation of a model thank-you note as an example for students to follow in doing one on their own.
- Provide direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.

Helpful resources for adapting information for students to use:

- *Celebrations: The Complete Book of American Holidays* by Robert J. Myers. ISBN 0-385-076770-0, 1972.
- *The Winter Solstice: The Sacred Traditions of Christmas* by John Matthews. ISBN 0-8356-0769-0, 1998.
- *Hark! A Christmas Sampler* by Jane Yolen & Tomie dePaloa. ISBN 0-399-21853-X, 1991.

1. Depending on number of students present, either form groups to study a specific plant of Christmas, or give individual students information on different plants. Distribute sheet of questions which follows this Student Learning Plan. (The Plants of Christmas ESOL Team Learning 12/00) to each student. Working in small (3-4 people) groups or individually, complete the questions. Once complete, students share with the whole class what has been learned about their assigned plant. (It helps if teacher brings in a live or artificial example of each plant, e.g., poinsettia, mistletoe, ivy, pine, etc.)

Information on the plants of Christmas can be found in the resources listed above.

Mistletoe – *Hark!*, page 61; **Holly/Ivy** – *The Winter Solstice*; **Christmas tree**. *Hark!*, pages 62-63, page 66; **Poinsettia** – *Celebrations*, page 338

(A story about the legend of the mistletoe is included with this lesson plan.)

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

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COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

Christmas Customs, continued

2. Play Christmas BINGO. A grid to set up such a game can be found in Elizabeth Claire's book, *The ESL Teacher's Holiday Activity Book*, with pictures of Christmas symbols. Put the pictures of the objects in several random arrangements on the BINGO grid, copy them and have ready for students to use. Use buttons, small squares of colored construction paper or BINGO markers to place on the pictures during play. Before playing, with the whole class, go over the pictures and name the objects. Students can provide names they already know; teacher can supply new ones. (Be sure NOT to have the names of the objects printed on the BINGO grid—it's more challenging and a better learning experience that way!) Teacher calls out the objects, students cover the picture if it is on their grids; first one to cover a line in any direction calls out "Bingo." Usually, this game is played with little reference to the BINGO letters at the top of the grid; if the student can find the correct object anywhere on the grid, he/she can cover it with a marker. Of course, the game could be played the traditional way for more advanced students. Candy canes as prizes add to the fun.

3. Using *English for Everyday Activities* (Delta Systems Co., Inc.) **teach "Writing a Personal Letter" (page 73) and "Mailing a Letter "** (pages 74-75). Explain to students that much mail is sent during the American holiday season and one important kind to send is thank-you notes.

4. Write a thank-you note. As a class, construct a thank-you note for a gift on the board. Teacher can bring in magazine pictures or advertisements for items which would be suitable gifts. Also, teacher can provide notecards and envelopes for practice; use paper folded to a notecard shape, or use leftover notecards or some of the ones which charities send out to many people. Once the class thank-you note is complete, pass out pictures of more gifts, plus notecards and envelopes for the students to create a note and address and envelope. These notes can be shared if desired.

5. Dictate a Christmas-related short piece for students to write down, word for word. One possibility is:

> "Things don't mean that much in life. It's what you do for other people and how you treat other people. When you leave this earth, you can't take a house with you, or pretty clothes, or cars, or nothing. It's all left."— from *A Foxfire Christmas*, page 65

(There are other good possibilities in this book or in many other works on Christmas.)

Christmas Customs, continued

6. Idioms to introduce:

- *Don't look a gift horse in the mouth* – be grateful for gifts; do not examine them too closely
- *Give someone "the works"* – give someone the complete treatment, everything related to his/her wishes
- *Remember someone to someone else* – let someone know that another person is thinking about him/her
- *All of a sudden* – something happens quickly, without warning
- *Keep one's fingers crossed* – a good luck action to make wishes come true
- *by heart* – learn something by memorizing it
- *Do someone good* – something that is good (beneficial) for someone
- *Have one's heart set on* – really want something badly, want very much

7. Students could conclude this lesson by sharing how each says "Happy Holidays" in their native languages. Expressions could be written on the board and practiced by everyone.

What evidence will you look for to know that learners are developing this learning skill?

- Oral presentation of information on the plants of Christmas.
- Participation in Christmas BINGO game.
- Written responses to thank-you note exercise and dictation exercise.

How will you collect this evidence?

- Teacher observation.
- Teacher looking at/correcting written responses.

Christmas Customs, continued

The Plants of Christmas

(ESOL Team Learning) 12/00

1. Describe the plant.

2. What does it symbolize?

3. How is it used in modern celebrations of Christmas?

4. Tell a story about the plant.

Christmas Customs, continued

The Legend of the Mistletoe

Baldur was the most beloved of all the Nordic gods. He was beautiful, kind and wise. He was not, however, free from despair. Night after night he had terrible dreams of gloom and grief. When he told his mother, Frigga, about these dreams, she became very worried because she knew he was being followed by the cold shadow of death. To protect her son, Frigga went through the fields and forests asking every living thing to swear that they would not harm Baldur.

A bold messenger of the gods, Hermod was the first to challenge the power of these oaths. He threw his ax at Baldur, but the ax dropped harmlessly at his feet. Everyone was happy to see no harm come to their beloved Baldur, and they spent the day in an open field throwing knives, stones and other weapons at Baldur, just to prove that nothing would hurt him.

One of the other Nordic gods, Loki, was jealous of all the attention being paid to Baldur. He disguised himself as an old woman and went off to visit Frigga. He told Frigga that he had traveled a long way and had seen a terrible sight. "There is a terrible sport going on in a field near here. All the gods are ganging up on one man, throwing weapons at him."

Frigga explained to the old woman that the gods were throwing weapons at her son, but that he was safe because she had received oaths from all things never to harm him.

"I hope you have gotten oaths from absolutely everything," the old woman said.

Frigga said she had gotten oaths from everything except the mistletoe, because it seemed too young to give an oath. "Oh, I am sure it was too young," said the old woman. "I must be going now."

Loki quickly made his way to the part of the forest where mistletoe grew. At that time mistletoe grew as a tree. Loki uprooted the tree, stripped it of the leaves and sharpened one end to a point. Then he hurried off to the field where everyone was still gathered.

There he found Baldur's brother, Hod, who was feeling left out of all the fun. Loki told Hod he would help him throw a dart at Baldur. When that was done, the mistletoe flew through the air and pierced Baldur's chest, going into his heart. Baldur fell to the ground, dead.

Frigga ran to Baldur and held him. Her tears became gentle white berries on the mistletoe. She sent Hermod to the kingdom of death to plead for her son. The god of death said that if everyone would give up their evil thoughts and long-standing grievances and memories of past wrongs, if they would forgive each other, then Baldur would not have to die.

Frigga said she would be the first to open her heart and as an expression of that, she would give mistletoe a special place of honor. Instead of growing as a tree, mistletoe would now be supported by the great oak tree. Frigga said that whoever met beneath the mistletoe, be they enemy or friend, that they shall embrace and open their hearts to one another.

That is why during the Christmas season that people who meet under a sprig of mistletoe kiss each other. Because we have not all forgiven each other, Baldur is still waiting to return from the kingdom of the dead.

—Adapted from *Doorways to the Soul*,
edited by E.D. Pearmain

Christmas Customs, continued

Christmas Word Search

Can you find all the Christmas words in the puzzle below?

- BELL
- BLITZEN
- BOW
- BOY
- CANDY
- CHRISTMAS
- CLAUS
- COMET
- CUPID
- DANCER
- DASHER
- DONDER
- ELF
- FIREPLACE
- GIFTS
- HOLLY
- JINGLE
- JOLLY
- JOY
- MERRY
- MISTLETOE
- NICHOLAS
- PRANCER
- PRESENTS
- RUDOLPH
- SANTA
- SLEIGH
- SNOWMAN
- TOYLAND
- TOYS
- TREE
- VIXEN
- WREATH

N	T	O	Y	L	A	N	D	E	Y	S	C	N	N	S
E	L	U	Y	C	Z	B	O	O	T	A	D	I	A	N
X	J	S	F	L	E	T	J	F	N	O	C	N	B	O
I	O	T	K	L	E	X	I	D	N	H	T	S	O	W
V	L	N	L	L	G	G	Y	D	O	A	A	P	W	M
A	L	E	T	E	Z	D	E	L	T	M	D	B	S	A
J	Y	S	H	R	Q	R	A	Z	T	F	I	H	H	N
B	I	E	G	A	E	S	T	S	G	D	P	P	T	X
M	B	R	I	Y	U	C	I	O	H	Q	U	L	A	Y
E	O	P	E	A	R	R	N	F	Y	E	C	O	E	L
L	Y	B	L	P	H	R	L	A	P	S	R	D	R	L
G	I	C	S	C	T	R	E	E	R	U	B	U	W	O
N	Z	W	C	O	M	E	T	M	K	P	X	R	Y	H
I	N	E	Z	T	I	L	B	R	E	C	N	A	D	S
J	L	C	P	A	F	I	R	E	P	L	A	C	E	E

MULTI-LEVEL, INTERMEDIATE THROUGH ADVANCED

Martin Luther King

3 → 6

Length of Activity: Most activities in this lesson plan could be accomplished within a **3-hour class or in two shorter sessions.**

What will students do?

- Speculate/predict about conditions in the U.S. in the 1960's and before regarding dark-skinned people.
- Use all language acquisition areas (reading, listening, speaking, writing) to process information on this subject.

What will teachers do?

- Pose questions about a picture from prior to 1960 displaying drinking fountains marked "White" and "Colored."
- Read aloud as students follow in printed text.
- Form small groups to work on questions on articles, poems, songs and stories.
- Provide direct instruction on idioms and address questions from students on this subject.

Activities used to implement this learning plan.

- From the text, *Holidays in the USA*, (Scott-Foresman) show the photograph on page 9 and discuss the context. Read the article on Martin Luther King Day on page 10; students can listen or follow along in the text.
- Form small groups. Give each group a different story from *A Trilogy of Martin Luther King Stories* plus the page of questions on their story. In small groups or pairs, students read, discuss and respond to the questions. When all groups/pairs have completed the questions (or the majority of them) gather again as a class and have each group talk about its story and how it relates to M. L. King.
- Using a tape recording of Mr. King speaking in August 1963, at the Washington Monument, allow students to listen to at least part of his speech. Provide copies of the text so that students can follow the printed version during the oral presentation. (I would suggest allowing the students to listen at least from the point where he says: "When will you be satisfied?" to the conclusion.) Following the listening, students and teacher can discuss the speech or, for advanced only groups, students can form groups and work on the questions on the speech provided with this lesson plan.
- As a whole class, students can listen to, follow the printed version, then try singing the song "We Shall Overcome." Questions on vocabulary and meaning can be addressed at this time. (A tape is available which accom-

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
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COUNTY/PROGRAM:
Kingsport Adult Education

Martin Luther King, continued

panies the *Holidays in the USA* book. (Scott-Foresman) Students listen first while reading along, then try singing it together.

- An advanced class might read some or all of Walt Whitman's "I Hear America Singing" as an introduction to this next exercise, but the exercise can be done on its own as well. Teacher should explain that Langston Hughes was a black poet who lived in the early twentieth century. Students can read the poem chorally after the teacher models it, then can discuss what it shows about singing America and predicting what the future will be.
- In small groups or in pairs, students can discuss "Talk About It" and decide what is worth protesting. Responses to this discussion can be shared with the entire class if time allows (often groups/pairs come to different but equally valid conclusions).
- As a concluding exercise, teacher can provide direct instruction on the following related idioms:

  get on your soapbox – preach or talk about something you really believe in
  take the bull by the horns – get in there and solve the problem
  straight from the horse's mouth – get information from an original source
  shoot off one's mouth – speak without thinking first
  feed someone a line – tell someone what they want to hear; lie to someone
  talk through one's hat – talk although you really do not know what you are talking about
  at the end of your rope – at the end of one's patience

As a homework exercise, students could try to create sentences using these idioms which could be shared and discussed from the board during the next class. As an alternate assignment, the teacher could provide some situations which could be described using these idioms. Idioms could also be taught early in the lesson and then used during discussion of the various ideas that emerge from the information given in this context.

What evidence will you look for to know that learners are developing this learning skill?

- Students can share information on the stories they read.
- Students can provide written responses to questions on stories, speeches, songs and poems.
- Students can write sentences using idioms.
- Students can respond to or ask meaningful questions.
- Students can participate in singing of folksong.

How will you collect this evidence?

Teacher observation.

Teacher reading/correcting sentences and responses to questions.

Teacher listening to exercise which uses singing.

Martin Luther King, continued

A Trilogy of Dr. Martin Luther King, Jr. Stories

Written by Debbie Rauch

Two Brothers and M. L.

Introduction: Have you ever had your parents tell you, for whatever reason, that you could never play with one of your friends again?

That is what really occurred many years ago in 1935. It happened to a six-year-old boy who later became very famous. Read on and see if you can guess who it is.

Once there were two brothers who lived in Atlanta, Georgia. Their house was right next to the small neighborhood grocery store that their father owned.

For as long as they could remember, they had been best friends with a boy who lived across the street. His name was M. L. and his father was a preacher.

M. L. and the two brothers played together almost every day from the time they were first able to walk until they were six years old. Then the three boys became old enough to enter school for the first time. None of them could understand why, if they were best friends, that they couldn't go to the same school. That last summer before first grade, they were sad at the thought of soon being separated. But they were comforted by one thought: "Well, at least we can play together after school and on the weekends."

Finally the first day of school arrived. The two brothers, with their blond hair and blues eyes and white skin, went off to an all-white school.

And M. L., with his black hair and brown eyes and brown skin, went off to an all-black school.

After school on that first day, M. L. ran across the street to his friends' house and rang their doorbell. The two brothers started to answer the door. But their mother held them back. She sent them up to the room that they shared with a stern voice. They didn't understand what they had done wrong. They walked up the stairs slowly.

Only after she heard their bedroom door close did she answer the front door. There was M. L. asking, as he had asked dozens of times before, if her two sons could come out and play. He was disappointed, but not too upset, when she made the excuse that they were busy cleaning their room and could not play that day. M. L. went back home. The mother went upstairs to talk to her sons.

The two brothers heard the front door close. They heard their mother walking up the stairs. She entered their room and sat down on one of the beds. She drew the two boys to each side of her. They listened quietly to what she had to say.

"Boys, I must talk to you. I know that your are not going to understand what I'm about to say now, but you will someday when you are older. Now that you are big boys and going to school, it is time you put certain things behind you. You are white boys and go to an all-white school. M. L. is black and goes to an all-black school. I know how much you like M. L. and I like him too, but if your new friends found out that you played with a black boy, they would make fun of you. Therefore, your father and I think it best that you only play with white children from now on. Do you understand?"

"Yes, Mama," the boys answered in unison.

Then one brother spoke up. "But when do we get to play with M. L.? He's our best friend!"

Their mother answered firmly, "Boys, you may never play with M. L. again! If I catch you talking to him or playing with him, you will be severely punished! That is my last word on the subject!" Then she got up, walked out of their bedroom, and closed the door.

The two brothers looked at each other in sadness and

Martin Luther King, continued

confusion. They didn't understand what had just happened. One of them started to cry. They didn't say anything because they didn't know what to say. They just sat and played quietly the rest of the day.

After school the next day, the brothers heard the doorbell ring. Once again their mother sent them up to their room.

Their mother answered the door to M. L., who once again was asking if the two brothers could come out and play. She sighed and then began to speak.

"M. L., my sons cannot play with you anymore."

"Why?" M. L. asked in great shock.

"It is because you are black and my sons are white. You go to a separate school from my sons. Let's just keep it that way from now on—separate. Do not come back to this house ever again. Good-bye!

The door was shut. M. L. went home in tears and confusion to seek what comfort he could in the words and explanations of his mother.

As time passed, and the boys made new friends at school, the painful sadness of losing their best friend gradually lessened. Their parents, seeing them happy again, truly felt they had made the only decision possible for their sons' futures.

Across the street, M. L.'s mother tried to pick up the pieces. She pulled M. L. onto her lap. For the first time she tried to explain to six-year-old M. L. about slavery. She tried to explain to him about segregation as it existed in the year of 1935. She talked for a long time.

Finally she said, "M. L., you may not remember or understand everything that I have told you today. But if you don't recall anything else, I want you to always remember this: You are just as good as anyone!"

And six-year-old M. L., short for Martin Luther King, Jr., never forgot his mother's words. He spent his life working to prove to each and every one of us that:

"You are just as good as anyone!"

THE END

GoodBye, Denise

Introduction: When I was in 5th grade, in 1969, one of my school friends died on the last day of school. She was hit by a car and died instantly. It was my first real experience with death. My friends and I were very upset and confused!

Six years earlier, in 1963, one fifth-grade girl and three eighth-grade girls died in a church in Birmingham, Alabama. They were killed by a bomb!

My best friend died yesterday. It is still so hard for me to get over the shock. Her name was Denise. She is—was—eleven. We had just started the fifth grade together.

Today is Monday, September 16, 1963. School is closed in Birmingham—or, rather, all the black schools are closed so that we can attend the funerals.

You see, Denise wasn't the only one that died yesterday. Cynthia, Carol, and Addie Mae also died. Those three girls were fourteen years old and were in the eighth grade.

Rev. Martin Luther King is coming back to Birmingham to preside over the funerals of Denise and two of the older girls.

I guess you're wondering how they died. The newspaper headline stated: "Black Church Bombed! Four Girls Killed!" The church that was bombed was our church, the Birmingham Sixteenth Street Baptist Church. That was the church that Dr. Martin Luther King used as his headquarters when he was here last. We were so proud! Proud of him and proud of our church. The four girls killed were Denise and three eighth-grade girls. They were in the back of the church putting on their choir robes when the bomb exploded.

Cynthia, Carol, and Addie Mae had been singing in the choir for some time. Today was to be Denise's first time to sing with them. She was so excited and proud to be chosen. She has—had—a beautiful voice.

The rest of us were sitting in the pews or standing in the aisles when that bomb exploded. We all ran out screaming and crying. One girl was blinded. She was twelve years old. But we thought nobody else was hurt. We all stood there staring at our church in shock. There were big gaping holes torn out of it.

I kept waiting for Denise to come running from the back of the church. She didn't come. So finally I started to wander to the back of the church, but two men stopped

Martin Luther King, continued

me. They wouldn't let me go back there. But they did tell me that Denise and those three bigger girls were dead.

Dead! How can my best friend be dead?

That happened just yesterday! It feels like a hundred years has passed between Sunday, September 15th and today, Monday, September 16th.

Lots of blacks were real angry. Some of them said that it was time for us to arm ourselves with guns. But Denise's father, Mr. McNair said, "I'm not for that. What good would Denise have done with a machine gun in her hands?"

Dr. King presided over their funeral. He said a lot of things that made me feel a little better. I wrote his words down so that I won't ever forget them. I want to be able to read these words over when I can't sleep at nights wondering why—why I had to lose my very best friend. I'll read them to you:

"Denise McNair, Cynthia Wesley, Carol Robertson, and Addie Mae Collins were heroines of a holy crusade for freedom and human dignity. Their deaths tell us to work passionately and unceasingly to make the American dream a reality. They did not die in vain. God still has a way of wringing good out of evil. History has proved again and again that unearned suffering is redemptive. The innocent blood of these little girls may well serve as the redemptive force that will bring new light to this dark city."

"They did not die in vain."

Well, that's what happened. I just have one more thing to say. I miss you, Denise!

THE END

The Bad Law

Introduction: This story is a very loose parallel to the Civil Rights Movement. In 1955 to 1956, the black people in Montgomery, Alabama staged a bus boycott that lasted over a year. The end result was that the black people were no longer forced to sit on the back of a bus or to give up their seats to white people.

When the boycott was over, Dr. Martin Luther, Jr. noted that the sky did not fall when blacks and whites were allowed to sit down together on a bus. That statement inspired the next story.

Long, long ago, there was a forest filled with bears, wolves, foxes, rabbits, and many other animals. One of those bears was the ruler of the forest. He was known as President Bear.

The bears and most of the other animals in the forest were allowed to wander anywhere within and without the forest as they desired. But there was one group of animals, the rabbits, that were confined—by law—to one particular corner of the forest. A large fallen tree marked the border line that divided these rabbits from all the other animals in the forest.

If President Bear was ever questioned about the rabbits, he would state rather foolishly, "The rabbits must stay in their corner of the forest and no other. That is the law! It was the law in President Daddy Bear's time. It was the law in President Granddaddy Bear's time. And it is the law in our time. As my Granddaddy always told me, "A law is a law is a law."

And if anyone ever asked President Bear how that law got started, he would say: "There was once a horrible big storm. A huge tree came crashing down almost on top of a bunch of rabbits. The Wise Fox, who was visiting from foreign parts, told my granddaddy that the huge tree falling like that was a warning. He said that rabbits shouldn't be allowed to run free like that. And if my granddaddy didn't pass a law super quick to confine all the rabbits to stay behind that fallen tree, the sky would fall. That tree fell in that spot on purpose so as to mark the border line for all time."

All the animals in the forest had been raised to believe that tale about the sky falling. The rabbits had heard this tale too, and most of them believed it. But there was one rabbit, by the name of Martin, who did not believe that it

Martin Luther King, continued

could possibly be true that the sky could ever fall. He tried to tell this to the other rabbits, but they would not listen to him—at first.

But one morning, the rabbits woke up and realized that there was no more food left in their corner of the forest. They started moaning and groaning, "Oh, no! We're going to starve! We're going to die! And there is nothing we can do about it. Oh, dear!"

They began to roll around on the ground in agony. All of a sudden, Martin spoke up. "Hey, fellow rabbits! Get hold of yourselves! There is something we can do about it!"

The rabbits all looked up hopefully. "There is? What can we do?"

Martin replied, "We simply have to hop over that fallen tree and get the good food that waits for us."

The other rabbits spoke up fearfully, "But Martin, we can't do that! If we cross the fallen tree, the sky will fall, and then we will die!"

Martin replied, "If we do not hop over the fallen tree, we will die anyway of starvation!"

The rabbits hedged and stalled. And Martin could see that most of the rabbits would rather die in their holes than face the horror of the sky crashing down upon their heads. He realized that he must convince them before it was too late that the sky would not remain or fall depending on the movements of mere rabbits. He knew he had to give them proof.

Therefore, he called to his fellow rabbits, "Follow me to the fallen tree. I wish to show you something important!"

The rabbits all followed Martin to the border line. They lined up along the edge of the fallen tree and waited to see what he was going to do.

Martin called out very loudly, "President Bear! President Bear! We rabbits need to speak to you immediately!" Some of the other animals heard, and the message was passed on.

President Bear was told of their request, and it was not long before he appeared with his entourage of animals following closely behind.

"Yeah, what do you want?"

Martin Rabbit said, "President Bear, my name is Martin. We rabbits have a problem. We have run out of food." President Bear asked, "What do you expect me to do about it, Martin?"

"President Bear, either we rabbits need to be allowed to hop over the fallen tree so that we can get some food for ourselves, or food needs to be brought in to us."

President Bear ignored the latter part of their request and addressed only the first part. "You may never cross the border line!"

"Why not?"

President Bear said, "It is the law!"

Martin asked, "President Bear, is that a good law, do you think?"

President Bear replied, "It doesn't matter whether it is a good law or a bad law, for as President Granddaddy Bear always said, 'a law is a law is a law.'"

Martin insisted, "President Bear, it is a bad law. And a bad law is a law that needs to be changed."

President Bear stated, "Permission is denied. You may not break the law! If you rabbits hop over the fallen tree, the sky would fall. That is my last word on the subject!"

President Bear started to turn around to walk back to his cave. But Martin called out to him and said, "President Bear, we rabbits are starving! We have no more food! Therefore, I challenge this bad law of yours. A bad law is a law that needs to be changed. I don't believe that the sky will fall, and I will prove it. I am going to hop over the fallen tree."

All the animals flopped down on their bellies and fearfully covered their heads with their paws and waited for the sky to come crashing down upon then. Only President Bear and Martin remained standing.

Martin lifted his right front paw and placed it on the ground just beyond the fallen tree. President Bear stared fearfully up at the sky, but—nothing happened!

Martin lifted his left front paw and placed it on the ground just beyond the fallen tree. Again, President Bear stared fearfully up at the sky, but, again,—nothing happened! Then Martin hopped completely over the fallen tree and stood on the forbidden ground. President Bear dropped down to the ground and covered his head, convinced that the sky was going to fall. There was silence.

Martin called out, "All you animals, lift your heads! Look for yourself! A rabbit has crossed the border line and the sky did not fall! What do you think of your bad law now, President Bear?"

All the animals, President Bear included, lifted up their heads, saw that Martin had indeed hopped over the fallen tree, and then looked up at the sky. The sky was still up there in the sky! They began muttering among themselves.

Martin Luther King, continued

President Bear slowly got to his feet. He stared at the sky in utter amazement. He ran over and quickly consulted with his advisors. Then he raised his head and spoke: "Friends, it seems that a small part of this law has been misrepresented. It appears that one rabbit may cross the border line and the sky will not fall. But if even two rabbits cross the border line, then the sky will surely fall. Therefore, Martin, I will revise this law. One rabbit at a time may hop over the fallen tree and get food for himself. That is the law!"

Martin quickly turned to the other rabbits and said, "Fellow Rabbits, that law, too, is a bad law. A bad law is a law that needs to be changed. Please hop over the fallen tree. Help me to prove that the sky will not fall."

The rabbits twitched their ears as they thought. Their heads were swimming with fear and confusion. Their stomachs were grumbling with hunger. They were rooted to the ground with indecision.

Martin knew he had to help the rabbits to think. He called out again, "Fellow Rabbits, are you hungry?"

"Yes, Martin! We're starving!"

"Fellow Rabbits, do you want to be able to move about and eat whenever and wherever that you will?"

"Yes, Martin! We do!"

"Fellow Rabbits, are you willing to risk your lives to change your lives?"

That was a harder question. But then, the rabbits grew determined and desperate.

Martin saw the change in them. He called out demandingly, "Fellow Rabbits, are you ready?"

And one by one, they called out, "Yes, Martin! We are ready!" And one by one, all the rabbits hopped over the fallen tree. And nothing happened! The sky was still up there in the sky.

Then Martin looked at President Bear and all the other animals. Again he asked, "What do you think of your bad law now, President Bear?"

President Bear consulted quickly with his advisors. "I don't understand it. How could my Granddaddy be wrong?"

Wise Wally Wolf, one of the advisors replied, "President Bear, I believe your Granddaddy wasn't exactly wrong, just foolish for listening to a stranger. It was the stranger that was wrong. It was the foolish fox who told a lie!"

President Bear cheered up and said, "Yeah, you're right! My Granddaddy wasn't wrong, just foolish."

President Bear turned around and said rather sheepishly, "Martin, you were right! It was a bad law! And a bad law is a law that needs to be changed! So I will make a new law!"

"The new law is that the rabbits are free to go anywhere within and without the forest as they please. Thank you, Martin, for teaching me a very important lesson. Thank you for teaching me that a bad law is a law that needs to be changed."

President Bear and Martin the Rabbit touched noses. All the animals cheered!

THE END

Martin Luther King, continued

"Two Brothers and M.L."

1. Tell about the three friends:
2. What will change when they all go to school?
3. Where do the two brothers go to school?
4. Where does M.L. go to school?
5. What happens after the first day of school?
6. How did the two brothers feel about not being able to play with M.L.?
7. How did M.L. feel about not being able to play with his friends?
8. What did M.L.'s mother tell him?
9. Who was M.L.?

"Good-bye, Denise"

1. How old was Denise?
2. What happened to her?
3. What is a funeral?
4. What happened at the Birmingham Sixteenth Street Baptist Church?
5. Why did the two men stop the author from going to the back of the church?
6. How did the black people feel about what happened at the church?
7. Who came for the funeral? What did he say?
8. How did Dr. King's words help the author?

"The Bad Law"

1. Why were the rabbits confined to one corner of the forest?
2. What did the rabbit, Martin, tell the other rabbits?
3. What happened one morning in the rabbit's corner of the forest?
4. What did Martin suggest they do?
5. How did the other rabbits feel about that suggestion?
6. What did Martin ask President Bear?
7. What did President Bear answer?
8. What did Martin think should be done with a bad law?
9. What was the first thing Martin did to show that the law was bad?
10. What was the result?
11. What did Martin and the other rabbits do then?
12. What did their actions prove?
13. Why did Martin and President Bear touch noses?

How does this story compare to what happened in the United States during the Civil Rights Movement?

Martin Luther King, continued

Martin Luther King, Jr. Day

A black man in a picture is drinking from a water fountain. It is 1955. There is a sign COLORED on the drinking fountain. For many years, black Americans did not have the same rights as white Americans. Drinking fountains and rest rooms had WHITE or COLORED signs. African Americans had to sit in the backs of buses. Many restaurants did not serve food to black people. In some places, black children and white children did not go to the same schools. Many African Americans could not vote. They had trouble getting good jobs.

A young black man from Georgia became angry. His name was Dr. Martin Luther King, Jr. He wanted equal rights for all Americans. He worked hard to make people's lives better. He led many peaceful demonstrations. One important demonstration was in 1963. Dr. King gave a speech in Washington, DC, at the Lincoln Memorial. There were 250,000 people there. He told them,

"I have a dream . . . that one day little black boys and girls will join hands with little white boys and girls and walk together as sisters and brothers."

One year later, in 1964, Dr. King received the Nobel Peace Prize. In 1968, a white man assassinated Dr. King. When Dr. King died, he was only 39 years old.

Dr. King's dream of peace and better lives for all Americans is alive today. In 1983, his birthday became a national holiday. On the third Monday in January, many Americans remember Martin Luther King, Jr. Students study about him. People listen to speeches and think about civil rights.

Life for African Americans is better today than it was in 1965. But there are still many problems. Dr. King's dream is still a dream.

—from *Holidays in the USA*, (Scott-Foresman)

LEVEL 4

Job Application

Length of Activity: 4 hours

What will students do?

- Be able to apply for a job.
- Give personal information.
- Fill out a job application.

What will teachers do?

- Guide students in filling out a job application.
- Supply students with job applications from local businesses to fill out for practice.

Activities used to implement this learning plan.

- Discuss with students how to ask a business if they have any jobs available.
- Use "may" plus verb to request permission to do something: "May I apply for a job?" "May I have a job application?"
- Have students practice asking questions to other students using "may" + verb. "May I borrow a piece of paper?" "May I look at your book?"
- Share with the students the difference between "print" and "write."
- Put some words on the board, some printed and some written.
- Point to a word, have student pronounce the word and tell you if it is printed or written.
- Give each student the same copy of a job application.
- Tell students that forms and documents should be completed by printing with pen or typed.
- Share with students that print is easier to read (more legible).
- Review the job application with students. Encourage students to ask about parts of the form they do not understand.
- Complete the job application together as a class.
- Distribute different job applications to students.
- Ask students to compare the forms to see how many different ways there are to ask for the same information.
- Student then completes his/her job application.
- Encourage students to share their applications with the class.

What evidence will you look for to know that learners are developing this learning skill?

- Class discussions and activities.
- How well they fill out an application.
- Interest of the learner.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Job Application, continued

How will you collect this evidence?

Collect the job applications that the students filled out on their own.

Instructor Comments and Reflections

Forms, documents, and applications are overwhelming for ESOL students. The students gained confidence from this lesson in filling out forms.

LEVEL 4

Warning Labels

Length of Activity: 4 hours

What will students do?

- Be able to read product labels.
- Follow directions.
- Locate and identify warnings.
- Talk about products.

What will teachers do?

- Guide the learning activities.
- Introduce new vocabulary.
- Bring in products for students to read labels.

Activities used to implement this learning plan.

- Introduce new vocabulary to students: "label, caution, directions, net weight, use" and discuss meaning of words with students.
- Explain abbreviations – "oz., lb., g., kg."
- Use a box of laundry detergent and demonstrate to the class where to locate each vocabulary word.
- Divide the class into groups and supply students with products that the teacher brought from home (Clorox, oven cleaner, Pledge, etc.)
- Give students a list of questions to complete about the products.
  1. What is this product used for? 2. How do you use it?
  3. Is there a caution with this product? 4. How to use the product?
- Encourage students to add new words to the vocabulary list.
- Have each group share their product and answers to the worksheet with the class.

What evidence will you look for to know that learners are developing this learning skill?

- Students' interest in the lesson.
- Discussions about the lesson and vocabulary words.

How will you collect this evidence?

- Collect the question sheet about the product.
- Observe how well the students explain the product they examined.

Instructor Comments and Reflections

The students enjoyed the lesson. They did have prior knowledge of warning labels; however, they did gain new knowledge.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

LEVELS 4 AND 5

Getting the Facts

To locate the facts in news stories by identifying the 5W's.

Length of Activity: 1 hour

What will students do?

- Read articles in the local newspaper or "Easy English News," then answer questions pertaining to who, what, when, where, and why.

What will teachers do?

- Read an article to class, then will discuss the "who, what, when, where, and why" with the class.
- Select articles for students to read.
- Provide a questionnaire.

Activities used to implement this learning plan.

- Teacher will read an article to class, then discuss the "why, who, what, when, and where" with them.
- Teacher will select an article for each student to read.
- After reading the article, student will complete a worksheet answering the 5W questions.
- Students will then question each other with questions beginning with the 5W's.

What evidence will you look for to know that learners are developing this learning skill?

- Are students' answers appropriate?
- Are students' questions correct?

How will you collect this evidence?

- Observation.
- Written assignments.

Instructor Comments and Reflections

Students must be able to read for this lesson to be effective.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVELS 4 AND UP

Using the Newspaper To Find Clothing Sales

As part of a unit on clothing, students will look through the newspaper for clothing sales. They will learn vocabulary for sales, such as discounts, percent off, regular price, etc. and also mathematically figure the sales price.

Length of Activity: Approximately 2 hours

What will students do?

- Find ads for clothing in the newspaper.
- Clip, read, discuss, answer questions, and figure prices from % off.

What will teachers do?

- Provide instruction, materials, assist as needed and create a worksheet.

Activities used to implement this learning plan.

(Students already will have studied the vocabulary of clothing earlier in the unit.)

- Teacher will show on the overhead a clothing ad and point out the sales words.
- Students will work in pairs or groups finding ads for themselves and each other.
- Students will each clip an ad and then complete a worksheet answering questions about the ad.
- Students will use the information from their questionnaire to tell the class about their ad.
- Students in the class will ask questions of the speaker.

What evidence will you look for to know that learners are developing this learning skill?

- Observation.
- Worksheet.
- Oral questions and answers.

How will you collect this evidence?

- Teacher observation.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVELS 4 AND UP

Using the Newspaper to Buy a Car

4 → 6

Students will learn to find and read ads for sales of vehicles by looking through the newspaper for ads by dealers and also the classified section. They will learn the vocabulary and abbreviations of vehicle ads.

Length of Activity: 2 hours

What will students do?

- Look through the newspaper, identifying vehicle ads, clipping them out and discussing the ads.
- Complete a worksheet answering questions about the ads.

What will teachers do?

- Supply materials and instruction.
- Make worksheets.
- Assist as needed.

Activities used to implement this learning plan.

- Teacher will explain to class the procedure for finding prices of vehicles in the newspaper. She will hand out newspapers and point out some ads.
- Teacher will lead the class in a discussion of types of cars and the vocabulary of buying a car such as interest rates, bargains, trading, rebates, etc.
- Each student will clip out a regular ad and a classified ad that is of interest to him/her.
- Teacher will ask students questions about their ads.
- Students will complete worksheets with questions about their ads (one worksheet for the regular ad and one for the classified ad).
- Students will ask each other the questions on the worksheet, to be answered with answers about their own ads.

What evidence will you look for to know that learners are developing this learning skill?

- Are they able to participate in the discussions with the correct observations?
- Are they able to successfully complete the worksheets?

How will you collect this evidence?

- Worksheets.
- Observation.

Instructor Comments and Reflections

This is high-interest practical exercise.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. Observe Critically
6. ✓ Use Mathematics in Problem Solving and Communication
7. ✓ Solve Problems and Make Decisions
8. Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. ✓ Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

4 → 6

LEVELS 4 AND UP

Using Coupons at the Grocery Store

Students will learn how to use coupons to save money at the supermarket.

Length of Activity: 1 hour

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- 2. Convey Ideas in Writing
- 3. Speak So Others Can Understand
- 4. Listen Actively
- ✓ 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- ✓ 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

What will students do?

- Find and cut coupons from the Sunday newspaper.
- Study the coupons and learn how to use them to save money at the grocery store.

What will teachers do?

- Supply the newspapers.
- Instruct and guide students in the "art of couponing."

Activities used to implement this learning plan.

- Teacher will instruct students about the "art of couponing." Some information presented will be: "What is a coupon?" "Why would I want to use one?" "What is the difference between a store coupon and a manufacturer's coupon?" "What is the vocabulary of coupons?" "What is meant by double coupons?" "How much money can I save?"
- Teacher will hand out newspapers and students will clip the coupons. They could then trade them until each student has six coupons of items that he/she would like to buy.
- The teacher could then ask each student about his/her coupons.
- Students could ask each other questions.
- Each student will total up his/her savings.
- Some current grocery ads could also be used so that students could learn the value of shopping the sales and using coupons together.

What evidence will you look for to know that learners are developing this learning skill?

- Do they answer the teacher's questions correctly?
- Are they able to question their fellow students knowledgeably?
- Will they use coupons when they shop?

How will you collect this evidence?

- Observation.
- A worksheet could be developed.

Instructor Comments and Reflections

A coupon box could be kept in the room where students could bring coupons for trading.

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVELS 4 AND UP

Present Time

4 → 6

A general introduction and activities about the simple present and the present progressive.

Length of Activity: approximately three to four weeks

What will students do?

Through a series of sequential activities students will identify present and present progressive verbs.

What will teachers do?

- Provide the necessary charts, information, and activities about present time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

1. Students will interview their partners. Then each student will introduce their partner to the class. Information to be presented should include name, native country, address, profession, and hobbies.
2. How is the simple present and present progressive differentiated?

The Simple Present	The Present Progressive

Page 3, *Fundamentals of English Grammar* (Delta Systems Co., Inc.)

3. Plenty of writing practice needs to be provided. Use of one verb in the present state, progressive state, negative and question state is necessary.

Example: I like to play Bridge.
I am playing Bridge today.
Do you like to play Bridge?
My friends don't like to play Bridge.

4. Provide a list of common verbs. Allow time for discussion and use of dictionaries.
5. *Charades:* The teacher provides 3x5 cards with action verbs written on them. The student chooses a card and pretends to do something. The rest of the group tries to guess what the action is and describe it using present progressive.
Examples: Driving a car, playing tennis, talking on the telephone, etc.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education

Present Time, continued

6. *An oral activity:* A group of four students performs activities at the same time. The class describes the group's actions. These actions can be written on the board using present progressive.
Example: Yoko is scratching her ear.
Jose is rolling his eyes.
Then the next group of four students demonstrates different actions.

7. *A writing activity:* Students write their names on a 3x5 card. Then each student must chose a card with a name. Each student must then describe the person whose name is on the card using present and present progressive verbs. The class must guess who they are describing.
Example: This person is from Mexico.
They are wearing glasses.
They have short black hair.

8. *Review:* Create a story and have students complete the sentences using present or present progressive.
Example: Right now Vilma (read) _____ her English story, but she (understand, not) it. Some of the vocabulary (be) _____too difficult for her. Vilma (think) _____ about her country Brazil.

What evidence will you look for to know that learners are developing this learning skill?

- Samples of student's work will be dated and collected for their portfolios.
- Progress in number correct should be noted by the student and teacher.

How will you collect this evidence?

Written review activities will be completed individually by students and discussed as a class. Repetition about usage will be emphasized.

Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to intersperse written activities with oral activities to keep interest high.

Teaching grammar is the "meat and potatoes" of ESL classes. It is necessary for a well-written and well-spoken English speaker. Teaching grammar is often perceived as boring and repetitive. It is my purpose to provide three lesson plans based on grammar and interspersed with teaching ideas to make it more interesting. It is my hope that these basic plans will help generate other ideas which will be helpful in teaching a daily grammar lesson.

I would like to add that the Azar series, *Fundamentals of English Grammar*, both the text and the workbook, is excellent in providing written and oral activities to practice verb usage. Another excellent resource is *Intermediate Grammar* for high intermediate and low advanced groups. The Azar Series of three textbooks is published by Delta Systems Co., Inc.

LEVELS 4 AND UP

Past Time

4 → 6

A general introduction and activities about the simple past and the past progressive.

Length of Activity: approximately three to four weeks

What will students do?

Through a series of sequential activities, students will identify past and past progressive verbs.

What will teachers do?

- Provide the necessary charts, information, and activities about past time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

- *Class discussion:* Answer the questions using simple present verbs or simple past verbs. Example: What do you usually do each morning? What do you usually do during class? What do you usually do on the weekend? On a piece of paper, summarize what was done yesterday. Students read their summaries to the class.
- Charts of regular past verbs need to be provided.
- Plenty of writing practice and discussion needs to be part of the activities, including question and negative forms. For example, She worked yesterday. She didn't work yesterday. Did she work yesterday?
- Charts of irregular verbs need to be provided.
- Plenty of practice must be provided to help with comprehension and spelling. For example, My dog (dig) _____ a hole in the yard and (bury) _____ his bone yesterday.
- *Oral activity:* Partner interview. Have students ask each other questions. They must tell the class three interesting things about their partner using past tense verbs.
- *Oral activity:* Form a circle. Each student must ask the student seated to their right a question. The student must answer the question using past time verbs. Continue questioning around the circle, teacher included.
- Provide chart and explanation of the simple past and past progressive.

The Simple Past	The Past Progressive

(Page 32 *Fundamentals of English Grammar* (Azar) Delta Systems Co., Inc.)

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education

Past Time, continued

- Provide plenty of practice using past progressive. For example, I saw my friend at the store yesterday, she (buy) _____ milk. John didn't hear the phone ring, he (sing) _____ in the shower.
- Provide a written review where the student has the choice of using simple past or simple progressive. First have the student complete the activity alone. Then have the students work with a partner to compare answers. Discuss as a class any questions. For example, I (try) _____ to do my homework, but the phone (ring) _____. He (eat) a hamburger when his beeper (buzz) _____.
- Write a composition about your first day in the United States. When completed, go back and underline all present, present progressive, past, and past progressive verbs.

What evidence will you look for to know that learners are developing this learning skill?

Samples of students' work will be dated and collected for their portfolios. Progress in number correct should be noted by the student and teacher. Also, daily journals could be written with questions asking for answers using the verbs that are being studied. Progress can be noted about writing ability.

How will you collect this evidence?

Written review activities will be completed individually by students and discussed as a class. Repetition about usage will be emphasized.

Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to keep interest high.

LEVELS 4 AND UP

4 → 6

Future Time

A general introduction and activities about Future Time.

Length of Activity: Three to four weeks

What will students do?

Through a series of sequential activities, students will identify future verb tense.

What will teachers do?

- Provide the necessary charts, information, and activities about future time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

- *Partner interview:* Ask your partner questions about what they will do tomorrow, tomorrow night, next week, next month, next year, etc. Tell the class three interesting activities their partner will do in the future.
- The teacher will present charts and definition of future time.
- Plenty of writing practice needs to be provided. For example, I will go with you tomorrow. Will you go with me tomorrow? I won't go with you tomorrow.
- Write a paragraph using present, past, and future tenses. Use the words yesterday, every day, four days ago, and tomorrow in this paragraph.
- Have students write their name on a 3x5 card. Put cards in a bag. Have students draw a name. Each student must write a paragraph predicting the future of the name drawn. Discuss marriage, children, jobs, exciting adventures, etc. The class must guess which student is being discussed.
- Provide a verb tense review covering past, present, and future tenses. For example, I (go) _____ shopping this afternoon. I (know) _____ I (need) some money. How much money do you think I should bring?
- On 3x5 cards have verbs written. Students must choose a card and write three sentences on the board using this verb in present, past, and future tenses. The class must read the sentences and determine if they are grammatically correct.

What evidence will you look for to know that learners are developing this learning skill?

- Samples of students' work will be dated and collected for their portfolios.
- Progress in number correct should be noted by the student and teacher.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County
Adult Education

Future Time, continued

How will you collect this evidence?

- Written activities will be completed individually by students and discussed as a class.
- Repetition about usage will be emphasized.

Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to intersperse written activities with oral activities to keep interest high.

LEVELS 5 AND 6

Learning English Through Photography

Adventure in Photography

Length of Activity: About two to three weeks

What will students do?

- Keep a journal of activities and vocabulary.
- Have their own camera and film.

What will teachers do?

Teachers will supply activities, speakers, and workshops for students to have a clear understanding of "what makes a good photograph?"

Activities used to implement this learning plan.

- Introduce "Electronics and Photography" in *The New Oxford Picture Dictionary*, page 100 (Delta Systems Co., Inc.). Have students begin to create a photography dictionary. Do activities in *Oxford Workbooks*.
- Discuss the Five Things Needed to Make a Photograph:
  Film – Light – Camera – Subject – Processing.
- Discuss types of film, caring for film.
- Discuss kinds of cameras, how cameras work, camera care.
- Discuss creating a photograph, natural light, using a flash, angles, background clutter, composition, light conditions.
- Glossary words.
- Have a speaker give a photography demonstration to class.
- Students have one week to shoot and develop a role of film:
  —Students need to tell a story with their pictures.
  —Students need to be creative in their picture-taking.
- Students must choose their six best pictures:
  —One picture will be used to create a class calendar. Our class obtained a grant through an art agency. This money paid for the cost of the calendars.
  —Beside the chosen photograph, the student must tell about the actions taken.
- The other five pictures are to be glued on a poster board.
- The student must write a story about the actions in the pictures.
- Each student will read his/her stories to the class.

What evidence will you look for to know that learners are developing this learning skill?

Students will be observed by the teacher to assess their ability to communicate orally, express their ideas clearly, and listen when others are speaking.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
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✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Center

Learning English Through Photography, continued

How will you collect this evidence?

Students' understanding of vocabulary will be evaluated through the completion of the Photography Stories.

Instructor Comments and Reflections

This is a fun, fun activity that I have done for the last two years. To make it cost effective, I used an arts grant to pay for the calendars, film development, and disposable cameras for anyone who didn't own one. We use the calendars in speeches to different community agencies to show our productive and diverse ESL class.

The Five Things Needed to Make a Photograph

1. Film

This flexible plastic is coated on one side with tiny light sensitive particles called silver halides. Particles that are exposed to light will darken.

2. Light

How much light actually strikes the film is very important. A particular film will require a specific amount of light to make a well-defined image.

3. Camera

The camera is basically a box that keeps the film in total darkness until the "shutter release button" is pushed. Then a specific amount of light is briefly allowed into the camera through the lens, striking an isolated piece of the film, creating an image of your subject.

4. Subject

This is what you are taking a photograph of. Perhaps the most fun part of photography is HOW you decide to capture your subject! (What kind of light, what camera angle, how close should you be, how far away, etc.)

5. Processing

Images on film are invisible (a latent image) until the film is bathed in special processing chemicals. From this processed film, prints are made. Photo labs develop film into prints and color slides through an efficient, largely automated process.

Make a Photo Story

In creating your story, outline the most important parts.

1. **Make a plan.**
2. **Take photographs of these steps.**
3. **Select five to ten of these pictures that best illustrate your story.**
4. **Mount these pictures, adding words only if necessary.**

ASK YOURSELF...

- **What is the story I want to tell?**
- **What sort of photographs will best tell the story?**
- **How can I make it interesting and fun to look at?**

LEVELS 5 AND 6

Teaching English Vocabulary Through Geography

To teach English vocabulary basic knowledge through a map of the 50 states of the United States.

Length of Activity: Approximately two weeks of classes

What will students do?

- Identity all 50 states and abbreviations.
- Learn interesting facts and trivia about the individual states.

What will teachers do?

The teacher will provide an assortment of maps, information, and activities for the students to study and learn.

Activities used to implement this learning plan.

- Provide a map with states listed and give the class a quiz. See how many states they can label. Discuss the activity and provide students with a completed map for them to study. Date and save this first map for their portfolios.
- After the map activity, give the students a trivia quiz. Have a large map on the classroom wall for reference. Some examples of questions one might ask are, What are the three states south of Tennessee? What is the smallest state? In the continental U.S., what state is the farthest north?
- Give students a list of the states. Practice pronunciation; then determine abbreviations for each state. A review activity is to match a list of states with a list of abbreviations. This is an important activity because the postal system prefers abbreviations.
- Give students a blank map and a list of states and abbreviations. Match the state with correct name and correct abbreviation.
- *Oral activity:* Have students list which states they've visited. Discuss with the class favorite destinations and activities while traveling.
- Use 3x5 cards. On one card list different cities in the U.S. On another card list modes of transportation, such as airplane, car, motorcycle, etc. Have the transportation card holder choose two cities; then have the trio sit together and create a route by making a list of states they would have to travel through to get from one city to the next.
- A variation of this activity would be to provide road maps. Have the students map a route by using interstates, highways, etc., from one city to the next.

EFF Standard(s) Used in This Learning Plan

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✓ 3. Speak So Others Can Understand
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
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15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Center

Teaching English Vocabulary Through Geography, continued

- To make this activity more difficult, have students figure mileage from one city to the next. Use different mileage scales for this activity.
- Have each student choose a state to study. Through the use of teacher information, encyclopedias, and the Internet, have each student give a 10-minute presentation about each state.
- Have students create population, topographic, highway, or historical, etc., maps of selected states. Present their findings to the class.

What evidence will you look for to know that learners are developing this learning skill?

- Provide the same quiz and map activity that was given at the beginning of this activity.
- Compare results from this quiz with the results of the original quiz.

How will you collect this evidence?

- Samples of work will be collected for portfolios.
- A before and after quiz will be given to compare progress.

Instructor Comments and Reflections

This is such a fun unit to do. There are so many more map activities than I have stated. The sky's the limit.

LEVELS 5 & 6

The Use of Symbols/Labels During the Holocaust

Nazi Europe used labels to differentiate between different groups of people. What are common cultural labels today?

Length of Activity: one or two class periods

What will students do?

Students will read, discuss, and listen to information about this emotional subject.

What will teachers do?

The teacher will facilitate learning activities and discussion in a fair manner.

Activities used to implement this learning plan.

1. Discuss the different labels used during Nazi-occupied Europe to differentiate between people.
   Nazis – wore swastika armbands on left arm
   Jews – yellow Star of David
   Gypsies – black triangle
   homosexuals – pink triangle
   Jehovah's Witnesses – purple triangle
   criminals – green triangle

2. Discuss why this labeling was deemed necessary.

3. Discuss labeling on one's feelings of individualism.

4. How does this labeling affect how one sees oneself and how one feels others see you?

5. Discuss segregation and paranoia. How does labeling feed into these feelings?

6. How does United States culture label people?
   (titles, rings, clothing)

7. How do we use words today to label people?
   (religious, economic, educational, political, age, immigrant)
   What are examples of word labels?

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
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16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education

The Use of Symbols/Labels During the Holocaust, continued

8. How are word labels beneficial?

9. How are word labels detrimental?

*10. Think about the ways that people are labeled in society to answer the following questions.
   a. How does labeling shape the way you see yourself?
   b. How does labeling shape the way others treat you?
   c. How have other people labeled you in the past?
   d. Write a list of labels that you like to use to describe yourself.

*11. Think about a time in your life you were a victim of stereotyping, prejudice, or discrimination. How were you labeled? Describe how this episode affected you.

*12. Class question: Write answers on the board.
Do you believe that the use of labels to describe individuals is justified? Why or why not?

13. How can we use labeling for positive purposes to show similarities and not just differences in human beings?

14. Students need to reflect on these discussions about what they've learned, and what does this study of symbolism/labels mean to them personally in the larger context of the Holocaust? As citizens of a democracy?

*Taken from UT/Center for Literacy Studies "Lessons from the Holocaust."

What evidence will you look for to know that learners are developing this learning skill?
Students will be observed by the teacher to assess their ability to communicate orally, express their ideas clearly, and listen when others are speaking.

How will you collect this evidence?
Students' understanding of vocabulary will be evaluated through the completion of the discussions.

Instructor Comments and Reflections
Students thought this was a very helpful experience and appreciated the information learned.

LEVELS 5 & 6

Using the Newspaper to Complete Sentences

To rewrite headlines so they are complete sentences.

Length of Activity: One 1-1/2 hour session

What will students do?

- Look through newspapers and write down headlines.
- Add words or change words around to make complete sentences.
- Write their sentences.

What will teachers do?

- Demonstrate the manner in which the activity is to be completed.
- Provide newspapers and perhaps suggestions as to certain headlines that would be appropriate.
- Assist as needed and finally help students to evaluate their own work.

Activities used to implement this learning plan.

- Teacher will demonstrate finding a headline in the newspaper and then making a complete sentence from it.
- Teacher will select a headline for each student who will then change it into a complete sentence.
- Students will then locate headlines themselves and make complete sentences.
- Students will write their sentences on the board and the class will comment as to the correctness of the sentences.

What evidence will you look for to know that learners are developing this learning skill?

1. Is the word order correct?
2. Can they read the sentence?
3. Can they correct others' work?

How will you collect this evidence?

1. Collect their written work.
2. Observation.

Instructor Comments and Reflections

The students enjoyed this activity.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
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12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

Using the Newspaper to Complete Sentences, continued

Complete Sentences

Objective: To rewrite headlines so they are complete sentences

Directions: Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used. Look for 10 headlines in the newspaper today. Write the headlines and the complete sentences in the spaces below.

Headline as it appears in the newspaper	**Headline as a complete sentence**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

LEVELS 5 & 6

Using the Scientific Method to Teach Vocabulary

Teaching English vocabulary and basic knowledge through learning the Scientific Method.

Length of Activity: 1 week of different activities should be sufficient.

What will students do?

Students will continue creating their student dictionary with new vocabulary words. They will work individually and in groups to study information given.

What will teachers do?

The teacher will provide information and learning activities, and be a moderator for group learning activities.

Activities used to implement this learning plan.

1. Discuss as a class different methods about gathering information. Write these on the board.

2. Provide an article about a scientific experiment to the class.
   a. Preview the article: What does the title tell about the article?
   b. What information does the picture give you?
   c. Are there any diagrams or graphs?
   d. What information do these diagrams or graphs provide?
   e. Write two questions you think this article will answer.

3. Have students read the article aloud. Circle any words they do not understand.

4. First discuss vocabulary words. Add them to the students' dictionaries.

5. The teacher will then reread the article.
   a. What is the purpose of the article?
   b. What clues led you to your answer?

6. Discuss the four components of the Scientific Method. Write them on the board. OBSERVATION, HYPOTHESIS, EXPERIMENT, CONCLUSION.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education

Using the Scientific Method to Teach Vocabulary, continued

7. Write the different sections of the article that go under these four headings.

8. Provide another article about a scientific experiment. Can the students complete the different sections of the article under the four scientific components? Have several students demonstrate their findings on the board.

9. Have each student provide a written answer about doing an experiment or solving a problem. Write the description in complete sentences. Exchange the descriptions with a partner. With a different color pen, underline and label the four scientific method components in the paragraph. Discuss your findings with the class.

10. *Oral activity:* Discuss as a class how using the scientific method would be important in everyday life.

11. In groups of four, each group must use an everyday problem and try to find a solution for it by using the Scientific Method. For example,
    Observation: Every day I wake up with my left hand tingling.
    Hypothesis: I am sleeping on my left side without moving.
    Experiment: I will try not sleeping on my left side.
    Conclusion: I should wake up every day without my left hand tingling.

What evidence will you look for to know that learners are developing this learning skill?

A quiz can be given covering Scientific Method. Applications of practical uses of the Scientific Method are discussed and questioned during class.

How will you collect this evidence?

Samples of the students' work will be placed in their portfolios. Teacher observation is important during the class discussions and activities.

Instructor Comments and Reflections

This is a good beginning activity for teachers who have international students in their GED classes. This process can be repeated for other scientific procedures.

LEVELS 5 & 6

Learning English Through A Mathematics Activity

Teaching English vocabulary and comprehension through mathematics and the Pythagorean Theorem.

Length of Activity: A one or two week period, depending on the need for repetition and review.

What will students do?

Students will learn to apply the Pythagorean Theorem formula to practical story problems to further their use of English.

What will teachers do?

The teacher will provide information, plenty of practice and math story problems with diverse vocabulary words.

Activities used to implement this learning plan.

1. The students need a notebook to create a math dictionary for new words and definitions. Example: hypotenuse, triangle, legs, right triangle, and relationship, etc.

2. Introduce and explain the formula: a2 + b2 = c2

3. Divide the class into pairs. Have each pair determine the sides of five triangles, and then use the formula to determine if their triangles are right triangles. Using the board, present their findings to the rest of the class.

4. Provide plenty of exercises (including story problems) for students to practice.
   Example: A ladder is placed against the side of a house and reaches the roof line. The house is 24 feet high and the distance of bottom of the ladder from the house is 10 feet. How long is the ladder?

5. Provide a review of number squares and square roots. Use plenty of story problems. Example: $7^2 = 49$
   $\sqrt{49} = 7$
   Jose and Maria disagree on the expression $7^2 - 5^2$.
   Jose says it's 14 – 10 = 4. Maria says its 49 – 25 = 24. Who is right?

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- ✓ 14. Reflect and Evaluate
- ✓ 15. Learn Through Research
- 16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County
Adult Education

Learning English Through A Mathematics Activity, continued

6. Divide the class into groups of three. Give each group a story problem to solve. The group must read the problem to the class, solve the problem on the board showing reasons for each of the steps taken.

What evidence will you look for to know that learners are developing this learning skill?

- A review sheet will be provided.
- Each student must solve the problems individually.
- Then each student will solve problems on the board.
- A class discussion will determine the correct answers.

How will you collect this evidence?

- Students will work in groups and individually to solve problems.
- Samples of their work will be dated and placed in their portfolios to show progress.

Instructor Comments and Reflections

It is fun to teach math cooperatively. It provides plenty of opportunity for discussion and the practice of speaking English correctly. It also provides opportunity for one to increase one's own vocabulary.

LEVELS 5 & 6

Expanding Vocabulary Through the Use of Literature

Choose any story from the "Chicken Soup for the Soul" series, learning vocabulary, and comprehending cultural situations.

Length of Activity: One 2-hour class session

What will students do?

The students will read the short story with two basic purposes: to comprehend the story and increase vocabulary.

What will teachers do?

The teacher will serve as a moderator in the discussion about the story and will provide activities to expand learning and comprehension.

Activities used to implement this learning plan.

- *Pre-reading activities:* Read the title, ask the students what they think the story will be about.
- Notice the chapter title, for example, "Parenting," "Love," "Live Your Dream," etc. Ask the students if this information changes their opinion?
- Have the students read the story aloud. Tell them to sound out all unknown words.
- Have the students circle the unknown words.
- List the unknown words on the board. Provide definitions and a sample sentence for each word.
- Students should write these words and definitions in their dictionaries.
- The teacher should then reread the story to the class.
- Discuss the moral of the story. *Example:* What is the story trying to teach? What does the story say about American culture? Could this story happen in any culture?
- Have each student tell something they learned from the story.

What evidence will you look for to know that learners are developing this learning skill?

The students will be able to use their new vocabulary words in grammatically correct sentences. The students will be able to discuss the meaning of the short story.

How will you collect this evidence?

Have students choose five new words from their dictionaries. They must each write five sentences using these words correctly.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
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✓ 12. Guide Others
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SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County
Adult Education

Expanding Vocabulary Through the Use of Literature, continued

Instructor Comments and Reflections

This sequence of activities can be used with any story in order to increase students' vocabularies. It is a fun way to teach American culture through literature.

More and more international students are attending GED classes across the state. This is being met with varying degrees of success. To teach a regular GED class, the lessons must be content-based. For a successful international GED class, these two modes of teaching must be mixed to help the student. First and foremost, the student's need to increase vocabulary is most important in order to match the new vocabulary with previous knowledge.

It is my hope that students will create their own dictionaries throughout all the activities to increase their vocabularies and, consequently, their reading comprehension.

LEVELS 5 & 6

Locating a Job (About Town)

Students will complete a job application and participate in a job interview.

Length of Activity: Approximately 4 hours

What will students do?

- Complete several different job application forms.
- Practice telling about their job experience and skills with a partner.
- Use the information to write a letter of recommendation for their partners.

What will teachers do?

- Hold a practice job fair in the classroom where each student is interviewed by the instructor.
- See that students dress appropriately for interviews.
- Remind students to bring application and recommendations with them to the interview table.

Activities used to implement this learning plan.

- Students will be requested to list the skills they have which they could use in performing a job.
- The teacher will hand out classified ads from the local newspaper.
- Students will be directed to choose at least two jobs for which they appear qualified.
- Students will look at a job application to learn what information is needed to complete the application.

What evidence will you look for to know that learners are developing this learning skill?

- Interaction between candidate and interviewer.
- A readable recommendation.
- A neatly completed application.
- Appropriate dress.

How will you collect this evidence?

- Teacher observation.
- Read applications and recommendations.
- Record interview to discuss with students.

Instructor Comments and Reflections

- Students find the activity challenging and fun.
- It is an essential skill for finding acceptable work in the community.
- Confidence in job search will be useful if skills are practiced.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
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12. Guide Others
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15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

LEVELS 5 & 6

Using the Newspaper to Teach Verb Tenses

Length of Activity: 1-1/2 hours

What will students do?

- Identify verbs in a newspaper, then classify as to present, past or continuing.
- Practice pronunciation of the verbs, paying special attention to the "d, t, and -ed" sounds.
- Share their verbs with the class.
- Write some sentences using the verbs they have found.

What will teachers do?

Provide newspapers, instructions, and assist as necessary.

Activities used to implement this learning plan.

- Students will identify 20 verbs they find in the newspaper. They will write the verbs on a piece of paper.
- Students will categorize the verbs into columns of past, present and continuing tense.
- Students will complete each verb by writing the past, present and continuing tense of each one.
- Students and teacher will talk about the verbs they have chosen, discussing definitions, and answering questions students may have about their verbs.
- Students will write definitions for their verbs.
- Teacher will compile the lists and make copies for all the students. As a class, they will classify them as "d, t, or -ed" words and pronounce them as a group.
- Each student will choose 10 verbs and write a sentence with each one in the past, present, and continuing sense. This would probably be a homework assignment.

What evidence will you look for to know that learners are developing this learning skill?

- Ability to identify verbs from a written selection.
- Ability to determine the tense in which they are used.
- Ability to correctly write sentences with the verbs.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
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16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

Using the Newspaper to Teach Verb Tenses, continued

How will you collect this evidence?

- Written lists.
- Written homework assignment.
- Observation.

Instructor Comments and Reflections

Students must be able to read for this to be an effective lesson. In a multilevel class, it might be best for students to work in pairs. This exercise provides them the opportunity to study commonly-used verbs.

LEVEL 6

Using the Advice Column of a Newspaper

Length of Activity: 1 hour. If time runs out, then response could be assigned as homework.

What will students do?

Students will read an advice column from the newspaper and then enhance their English thinking, speaking, and writing skills by discussing the article and writing a response.

What will teachers do?

Teacher will provide an appropriate article from an advice column. She/he will read the article to the class, then guide a discussion on the problem and possible solutions.

Activities used to implement this learning plan.

- Teacher will explain what an advice column is, then read the column to the class while they follow along with their copies.
- Students will ask for clarification of words and phrases that they don't understand.
- Students will discuss the situation and then identify the problem.
- Students will discuss possible solutions.
- Students will pretend to be Ann Landers and write their own personal responses.
- Finally, teacher will read Ann Lander's response to the class.
- This may precipitate further discussion.

What evidence will you look for to know that learners are developing this learning skill?

- Are students' observations and comments appropriate in regard to the problem?
- Writing progress.

How will you collect this evidence?

- Observation.
- Written assignment.

Instructor Comments and Reflections

Students enjoy this activity and usually engage in lively discussions.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

Using the Advice Column of a Newspaper, continued

Monday, December 11, 2000

ADVICE

Mother-in-law's partying keeps the kids up too late

Dear Ann Landers:
My mother-in-law lives out of the country. She visits once a year, and stays with us for two months. She likes to cook, which is nice, but when she does, the meal isn't ready until 9:00 p.m. Sometimes we don't eat until after 10. This is very hard on my young children. I prepare food for them separately, but my mother-in-law thinks that is insulting. When they stay up to eat her meal, they have trouble getting out of bed the next morning for school.

On the weekends, it's worse. My mother-in-law invites people to our house for dinner and conversation, and they often stay past 10 p.m., making too much noise for my children to sleep. I have asked the adults to be more quiet, but it's useless. There are always bursts of laughter or shouting. Last weekend, my youngest was still awake at midnight.

My mother-in-law says adults should be able to party on the weekends. She insists that the children will become accustomed to it over time. If this were a one-week visit, I would put up with it. If my mother-in-law were here all year, perhaps my children would get used to these nocturnal noises over time. However, neither is the case, and my children and I are miserable over the disruption to their schedules. I have asked my husband to intercede, but he agrees with his mother. Can you help me?
—Americanized in Washington

Dear Washington:
I can't help you, but your children's pediatrician can. Ask him to write a letter stating that your children must eat their evening meal no later than 7 p.m. and they need a full night's rest. Suggest to your mother-in-law that she get together with her friends at someone else's house. You can also put a fan or other "white noise" in your children's bedroom to muffle late-night conversation.

I suggest counseling for you and your husband, as well. He is putting his mother ahead of you and causing problems in your marriage. This must stop, but he needs to hear it from a professional. Good luck.

Using the Advice Column of a Newspaper, continued

Emotions

Nouns

- affection
- aggravation
- amusement
- anger
- anguish
- annoyance
- anxiety
- awe
- belligerence
- bitterness
- bliss
- boredom
- bravery
- cheer
- courage
- craziness
- dejection
- delight
- depression
- disappointment
- disgust
- embarrassment
- enthusiasm
- envy
- fatigue
- fear
- feeling
- fright
- gladness
- glee
- greed
- happiness
- hope
- horror
- indifference
- jealousy
- joy
- joviality
- laughter
- love
- mood
- nervousness
- pain
- passion
- pity
- pleasure
- prejudice
- pride
- rage
- regret
- restlessness
- sadness
- sorrow
- tears
- temper
- terror
- tiredness
- trouble
- weariness
- zest

Verbs

- abhor
- aggravate
- agitate
- amuse
- anger
- annoy
- antagonize
- bewilder
- blush
- bore
- bother
- burn up
- calm
- cheer up
- console
- cry
- delight
- depress
- detest
- disappoint
- disgust
- embarrass
- envy
- excite
- fatigue
- fear
- feel
- frighten
- fume
- gladden
- hate
- hope
- laugh
- lament
- like
- love
- mope
- mourn
- pain
- please
- rejoice
- sadden
- shake up
- stir
- tire
- tremble
- trouble
- weep

Adjectives

- abhorrent
- abject
- affectionate
- afraid
- aggravated
- amorous
- amused
- angry
- annoyed
- anxious
- apprehensive
- belligerent
- berserk
- bewildered
- bitter
- blissful
- bored
- bothered
- brave
- calm
- cheerful
- cheery
- crazy
- dejected
- delighted
- depressed
- disappointed
- disconsolate
- disgusted
- embarrassed
- enthusiastic
- envious
- excited
- fatigued
- fearful
- flustered
- forlorn
- frightened
- gay
- glad
- gleeful
- grouchy
- happy
- hopeful
- insane
- irritated
- jealous
- jolly
- joyful
- jovial
- loving
- melancholy
- merry
- moody
- mournful
- nervous
- painful
- passionate
- pleased
- restless
- sad
- sexy
- shy
- sorrowful
- tearful
- timid
- tired
- troubled
- upset
- weary

Idioms and Expressions

- at wit's end
- blow one's top
- fit to be tied
- go to pieces
- happy as a clam
- hot and bothered
- in a dither
- make sense
- method in one's madness
- love will find a way
- out of sorts
- stand-offish
- tear jerker
- troubled waters
- end of your rope

LEVEL 6

Three Structures of a Word: Prefix, Root, Suffix

Length of Activity: 4 hours

What will students do?

- Recognize common prefixes, roots, suffixes, and their meanings.
- Use the three structures of a word to help define new words.
- Change words from one part of speech to another.

What will teachers do?

- Define the three structures of a word.
- Supply students with a list of ten common prefixes, ten common roots, seven common suffixes.
- Guide students in learning.

Activities used to implement this learning plan.

- List the ten common prefixes on the board. Have the students brainstorm some words they know that have these prefixes; ex.: ad-, mis-, sub-, (adhere/advance, mistake/misunderstood, subway/submerge).
- Have students tell you the meaning of the words.
- Students should notice there is a similarity to the words with the same prefixes. "Submerge" and "subway" are words with the meaning of "under."
- Give students a list of words.
- Discuss the meaning of these words.
- Have students add prefixes to the words and discuss the new meaning of the prefix.
- Have students write each new word in a sentence.
- Have students read two sentences aloud in class.
- List the seven common suffixes on the board.
- Have students brainstorm some words they know that have these suffixes. Discuss the similarities.
- Give a list of ten words to the students. Discuss the meaning of these words.
- Have students change the word from one part of speech to another by adding a suffix.
- Teacher indicates which words are to be changed to a noun, adjective, or adverb. (ex., "capt – capture, captivate")
- Discuss the similarities.
- Give students ten words that have the common roots.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Three Structures of a Word: Prefix, Root, Suffix, continued

- Using the common roots list, have students write what they think is the meaning of the words.
- Discuss what the students think.
- Give students a list of definitions to the words.
- Have student choose the correct definitions.
- Have students write sentences using these words. Have students read two sentences.

What evidence will you look for to know that learners are developing this learning skill?

- Recognition of the three structures.
- Recognition of similarities in words that have the same prefix, root, and suffix.
- Class activities and discussions.

How will you collect this evidence?

- The class brainstorm list.
- The written activities from class.
- The sentences the students write with words containing a prefix, root, and suffix.

Three Structures of a Word: Prefix, Root, Suffix, continued

References:

Grammar and Composition – Prentice Hall

Warriner's English Grammar and Composition – Harcourt Brace Jovanovitch

Ten Common Roots

Root	Meaning	Example	Meaning
-cap- (-capt-)	to take or seize	capt- + ivate	to take or hold
-dic- (-dict-)	to say or point out in words	pre- + dict	to foretell
-mit- (-mis-)	to send	re- + mit	to send back
-mov- (-mot-)	to move	mov- + able	able to be moved
-pon- (-pos-)	to put or place	com- + pose	to put together
-spec- (-spect-)	to see	spec- + tator	one who sees or watches
-ten- (-tain-)	to hold	de- + tain	to hold back
-ven- (-vent-)	to come	con- + vene	to come together
-vert- (-verse-)	to turn	in- + vert	to turn upside down
-vid- (-vis-)	to see	vis- + ible	able to be seen

Using Roots to Define Words

Match the words in the first column with their meanings in the second column.

1. prospect	a. way of using words
2. inversion	b. the act of coming between
3. dictation	c. something sent for approval
4. mobility	d. a turning upside down
5. intervention	e. to oversee
6. transpose	f. future outlook
7. submission	g. someone taken as a prisoner
8. supervise	h. to reach
9. attain	i. to change places
10. captive	j. ease of movement

Three Structures of a Word: Prefix, Root, Suffix, continued

Ten Common Prefixes

Prefix	Meaning	Example	Meaning
ad-	to, toward	ad- + here	to stick to
com-	with, together	com- + pile	to gather together
dis-	away, apart	dis- + grace	to lose favor
ex-	from, out	ex- + port	to send out
mis-	wrong	mis- + lead	to lead in a wrong direction
post-	after	post- + war	after the war
re-	back, again	re- + occupy	to occupy again
sub-	beneath, under	sub- + merge	to place under water
trans-	across	trans- + oceanic	across the ocean
un-	not	un- + beatable	unable to be defeated

Working With Prefixes

1. press
2. read
3. play
4. arm
5. form
6. change
7. marine
8. venture
9. reliable
10. place

Words	Definitions

Three Structures of a Word: Prefix, Root, Suffix, continued

Seven Common Suffixes

Suffix	Meaning	Example	Part of Speech
-able (-ible)	capable of being	comfortable + -able	adjective
-ance (-ence)	the act of	confid + -ence	noun
-ful	full of	joy + -ful	adjective
-ity	the state of being	senior + -ity	noun
-ly	in a certain way	firm + -ly love + -ly	adverb or adjective
-ment	the result of being	amaze + -ment	noun
-tion (-ion, -sion)	the act or state of being	ten + -sion	noun

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Using Suffixes to Change Words from One Part of Speech to Another

Change each of the following words to the part of speech indicated. The spelling of some of the words will change slightly. Write a brief definition of each new word.

1. Change **perform** to a noun.
2. Change **regret** to an adjective.
3. Change **act** to a noun.
4. Change **like** to an adjective.
5. Change **attend** to a noun.
6. Change **timid** to a noun.
7. Change **cheer** to an adjective.
8. Change **mobile** to a noun.
9. Change **predictable** to an adverb.
10. Change **correspond** to a noun.

LEVEL 6

Descriptive Paragraphs/Photo Analysis

Length of Activity: 4-6 hours

What will students do?

- Use adjectives and synonyms.
- Use words to describe sensory responses (see, smell, taste, touch, hear).
- Write a descriptive paragraph.

What will teachers do?

- Review adjectives and synonyms with students.
- Discuss the five senses.
- Explain what makes a good descriptive paragraph.
- Supply students with photographs to write a descriptive paragraph.

Activities used to implement this learning plan.

- Write the five senses on the board—see, smell, taste, touch, hear.
- Have students copy these on a sheet of paper and fill in their sensory responses. Not all five senses will be stimulated.
- Have students share their list with the class.
- Now have students add adjectives to their sensory list—ex., see, window, large.
- After they have added the adjectives, have them think of synonyms.
- Have students share this with the class.
- Tell students that this is what will make a good descriptive paragraph, using descriptions that appeal to the five senses.
- From the sensory list the students just completed, have them write a descriptive paragraph about the classroom.
- Pass out magazine pictures to the class.
- Have students make a sensory list.
- Have students complete the sensory list using images from the photo.
- From their list, have them write a descriptive paragraph about the photo. Also, have students write what they think was the intended message of the photo.
- Have students share their photo and descriptive paragraph with the rest of the class.
- You may have students think of synonyms for the reader's paragraphs.

What evidence will you look for to know that learners are developing this learning skill?

Ability of student to use adjectives/synonyms that make sense, how well he/she completes the sensory list, oral class activities and participation.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Descriptive Paragraphs/ Photo Analysis, continued

How will you collect this evidence?

- The sensory list the student completes along with synonyms for the adjectives.
- The descriptive paragraphs the students write.

Instructor Comments and Reflections

Advanced level students love to write, even though this area can be difficult for them. They enjoyed this lesson and so did I. There were some great paragraphs.

LEVEL 6

Thanksgiving

Length of Activity: Approximately one 3-hour session

What will students do?

- Read information about the observation of Thanksgiving in the U.S.
- Interact with teacher and each other using vocabulary and information gleaned from the reading.
- Use reading, writing, listening, and speaking in the language acquisition process.

What will teachers do?

- Guide cooperative learning activities about the American Thanksgiving.
- Respond to questions.
- Establish small groups/pairs for teamwork.
- Provide direct instruction on related idioms/terms at close of lesson.

Activities used to implement this learning plan.

1. Form mixed level groups; teacher distributes printed information.
   a. For beginning level: "The Story of Thanksgiving" from ESL Teacher's *Holiday Activity Kit* by E. Claire and "All About Thanksgiving" from the same book.
   b. For intermediate level: "Thanksgiving Day" from *Holidays in the USA*
   c. For advanced level: "Thanksgiving" (article included)

2. Students read information, then work together to respond to the questions.
   Intermediate and advanced level students receive the questions sheet entitled: Adult ESOL Thanksgiving 11/00, and beginning level students receive the one entitled: Adult ESOL (BICS) Thanksgiving 11/00. When students have had time to respond to most or all of their questions, responses are shared with entire class, by teacher reading questions and asking a representative from groups to respond.

3. If time allows, teacher can ask the class some general questions about the observance of Thanksgiving and address any vocabulary items students wish to ask about.

4. Using the tape which accompanies *Holidays in the USA* (Scott –Foresman) play the Thanksgiving folksong, "Over the River and Through the Woods."
   a. Students listen to the song.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

Thanksgiving, continued

b. Teacher distributes the words to the song; students listen to the song again.

c. Group sings song.

d. Teacher addresses vocabulary items which may be unfamiliar to students (e.g. sleigh, drifted snow, stings, dapple gray, hunting hound, spy).

e. Students then put away printed copy and do "fill in the blanks" dictation. (Beginning students should receive the copy marked BICS; all other students receive the other copy.) Teacher will read the words to the song; students fill in the missing words. Following the dictation, students can check spelling using the copies of the words to the song used for the singing.

5. Students and teacher arrange the chairs/desks in a semi-circle or full circle. Distribute the exercise "What are you thankful for this year?" and instruct students to think a few minutes about the question, perhaps make a few notes on the page. Then, everyone does "Blessing Reception." The first player says: "I am thankful for _____." The next player repeats what the first said, then adds what he/she is thankful for. Each successive player must repeat the blessings of all previous players before adding his/her own. Students (and teacher!) can be given the opportunity to repeat all the blessings—if they dare!

6. Remind students that an important part of the observance of this holiday is food. Distribute copies of *English for Everyday Activities* (Delta Systems Co., Inc.) and go over the pages that pertain to food preparation and buying. (pages 32-39 – preparation; pages 62-63 – shopping) The materials may be taught/practiced by having teacher model each sentence/phrase and students repeat chorally. Vocabulary can be addressed during presentation/discussion. Teacher may select the pages on food preparation which would be of particular interest to the group.

7. On a table teacher arranges a full place setting including: place mat, dinner plate, tableware, salad bowl. Before class, make large, clear labels for each item in the place setting. Teacher can then hold up each item to be named; unfamiliar vocabulary can be written on the board. Then, erase the board and give students the labels. One at a time, they come to the place setting and place the label in the correct place. For additional practice particularly for beginners, more advanced students can request that beginners bring them various items from the pace setting. (I used an old set of Melmac dishes for this exercise—easy to transport and use.) As additional practice the place setting picture can be distributed for the students to label on their own.

Thanksgiving, continued

8. To conclude the lesson, teacher introduces some related idioms (which can be written on the board ahead of time.)
   Let's talk turkey – Let's do business, speak frankly
   I could eat a horse – I am very hungry
   She eats like a horse/bird – She eats a lot/only a little
   Bite off more than you can chew – take on more than you can handle (do)
   Eat your words – take back what you said, apologize, admit you were wrong
   Shake a leg – hurry up, go fast
   Would rather – a polite way to request something

What evidence will you look for to know that learners are developing this learning skill?

- Written and oral responses to questions on Thanksgiving.
- Participation in singing of "Over the River…"
- Response to circle exercise of Blessing Repetition.
- Response to labeling of parts of table setting.

How will you collect this evidence?

- Teacher observation.
- Teacher reading of written responses to questions.
- Teacher reading/correction of dictation exercises.

Thanksgiving, continued

Thanksgiving Day

The fourth Thursday in November is Thanksgiving. Thanksgiving is a national holiday; so most people don't go to work. People get together with their families and friends to give thanks for the good things in their lives. Many people travel by plane, train, bus, or car to be with their relatives. More people travel for Thanksgiving than for any other holiday.

On Thanksgiving Day, families come together for a special dinner. They are going to eat turkey, stuffing, mashed potatoes, and cranberries. They will have pumpkin pie for dessert. After dinner, the family will relax and talk. Some of them will watch a football game on TV.

Thanksgiving started over 350 years ago with the Pilgrims. In the fall of 1620, one hundred Pilgrims came to America from England. They came on a boat, the Mayflower. Half of the people came for religious freedom. All came for new lives.

The first winter, the Pilgrims were hungry, sick, and cold. Many people died. Then the Native Americans, the Indians, helped the Pilgrims. They taught the Pilgrims to plant corn and build houses. In the fall of 1621, the Pilgrims and the Indians had the first Thanksgiving. The Pilgrims wanted to give thanks for their new land. They also wanted to thank the Indians for their help.

The first Thanksgiving was three days long. The Native Americans and the Pilgrims celebrated together. But in the years after the first Thanksgiving, there were many problems between the newcomers and the Indians. The newcomers took land from the Indians. They killed Indians and destroyed the Native American way of life. Today many Americans feel ashamed about this. Some states celebrate Native American days. On these days, Americans honor Native Americans and remember the peace and friendship of the first Thanksgiving.

Thanksgiving

In 1620, a ship called the Mayflower sailed across the sea. One hundred men, women, and children were on their way to a new land. These people were called Pilgrims. They left their homes in England because the King of England would not let them worship God the way they wanted. They were going to a new land where they could make their own rules. The Mayflower arrived on the east coast of what is now America. There were no houses or streets or cities then. It was winter and the Pilgrims had very little to eat. They did not have clothes that were warm enough for the cold weather. Many Pilgrims died during that long, cold winter.

When spring finally came, Native Americans made friends with the Pilgrims. They taught the Pilgrims how to plant corn and how to hunt and fish. The Pilgrims worked hard building cabins and making warmer clothes for the coming winter. In the fall, they knew they were ready for the long winter ahead. They had food stored up, a warm place to live, and warm clothes. They had friends who helped them. They were able to worship God the way they wanted to. The Pilgrims were so happy; they wanted to have a special day of thanks like they celebrated in England. In England they called this day Harvest Home. The Pilgrims invited the Native Americans to join them for their day of thanks.

That first Thanksgiving in American lasted for three days. The Native Americans brought deer and wild turkey for dinner. They cooked outside. They played games and said prayers of thanks to God for their many blessings. After that first celebration, other harvest celebrations took place in America, but not every year, and not always on the same day. When Abraham Lincoln became president in 1860, he made Thanksgiving an official American holiday. It is celebrated on the fourth Thursday of November every year. On Thanksgiving Day and the day after children do not go to school. Many adults do not go to work. Families and friends get together and have a big meal, just as the Pilgrims did. They often eat turkey and dressing, mashed potatoes and gravy, cranberry sauce and vegetables, and pumpkin pie and apple pie. They may watch parades and football games on TV. Thanksgiving is a time when Americans think about their blessings and are thankful.

Thanksgiving, continued

Thanksgiving

Adult ESOL (BICS) 11/00

1. What was the name of the ship?
2. Where did the Pilgrims come from?
3. Who helped the Pilgrims?
4. What foods do Americans eat on Thanksgiving?
5. How many days was the first Thanksgiving?
6. When is Thanksgiving?

Thanksgiving

Adult ESOL 11/00

1. Who were the Pilgrims?
2. How did they get to America?
3. What was life like for Pilgrims when they first arrived in America?
4. Why was the first Thanksgiving celebrated?
5. Who celebrated the first Thanksgiving? How long was it? What did the people do?
6. How long has Thanksgiving been a national holiday?
7. What happened between the Indians and the whites after the first Thanksgiving?
8. How do you think the Indians felt when the white man first arrived in American? How do you think they felt after the first Thanksgiving?
9. How do modern Americans celebrate Thanksgiving?
10. Why does more travel occur during Thanksgiving than during any other time in America?

Thanksgiving, continued

Let's Sing

Today most Americans travel by car, plane, train, or bus to be with their families on Thanksgiving. But many years ago, people traveled by horse. In the winter, horses pulled sleighs in the snow. This is an old American folk song about Thanksgiving. A family is going to visit their grandmother for Thanksgiving dinner. They are riding in a sleigh.

Over the River and Through the Woods

Over the river and through the woods
To grandmother's house we go.
The horse knows the way to carry the sleigh
Through the white and drifted snow.
Over the river and through the woods
Oh how the wind does blow!
It stings the toes and bites the nose
As over the ground we go.

Over the river and through the woods
Trot fast my dapple gray!
Spring over the ground like a hunting hound
For this is Thanksgiving Day!
Over the river and through the woods,
Now grandfather's face I spy!
Hurrah for the fun! Is the turkey done?
Hurrah for the pumpkin pie!

ESOL Dictation
"Over the River and Through the Woods"
11/97 (BICS)

Over the river and through the ________
To grandmother's ________ we go.
The ________ knows the way to carry ________ sleigh
Through the ________ and drifted snow.
________ the river and through the ________
Oh how the ________ does blow!
It stings the toes and bites the ________
As over the ground we ________.

Over the ________ and through ________woods
Trot ________ my dapple gray!
Spring ________the ground like a hunting hound
For this is Thanksgiving ________!
Over the river and through the woods
Now grandfather's ________ I spy!
Hurrah for the ________! Is the turkey done?
Hurrah for the pumpkin ________!

ESOL Dictation
"Over the River and Through the Woods"
11/97

Over the river and ________ the woods
To grandmother's ________ we go.
The horse ________ the way to carry ________ sleigh
Through the ________ and drifted ________.
________ the river and through the ________
Oh how the ________ does blow!
It stings the ________ and bites the ________
As ________ the ground we ________.

Over the ________ and through ________ woods
Trot ________ my dapple gray!
Spring ________ the ________ like a hunting hound
For this is ________ Day!
Over the river and through the woods
Now ________ face I spy!
Hurrah for the ________! Is the ________ done?
Hurrah for the ________ pie!

LEVEL 6

Native Americans

Length of Activity: Material and activities for this lesson for a mostly intermediate level class will take **at least two class periods** of **two to two and a half hours each**.

Note: Use of this lesson plan is contingent on address to the following texts (or others similar to them):

The Elders Are Watching by Dave Bouchard/Roy Henry Vickers
Native American Legends written and adapted by Terri Cohlene
—Quillworkers, a Cheyenne Legend
—Ka-ha-si and the Loon, an Eskimo Legend
—Little Firefly, an Algonquin Legend
—Turquoise Boy, a Navajo Legend
—Clamshell Boy, a Makah Legend
—Dancing Drum, a Cherokee Legend

What will students do?

- Read information about a Native American tribe which will be shared with the whole class.
- Interact with each other and with teacher using vocabulary and information about Native Americans.

What will teachers do?

- Guide cooperative-pair learning about a Native American tribe.
- Respond to questions.
- Establish small groups/pairs for teamwork.
- Provide guided or direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.

1. Of the whole class, teacher will ask: "What do you think of when you hear the phrase – American Indian or Native American?"

2. After discussion, teacher will then ask: "What do you know about these people?"

3. Teacher pairs up students. Each pair will be given one of the small books on a Native American group and instructed to use the information at the end of the books to find answers to the questions on the "ESL Team/Pair Learning on Native American People." In addition to responding to the questions, students should notice the instructions before the questions about reading the small poem at the beginning of

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
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✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

Native Americans, continued

each book and explaining it at the beginning of their presentation to the class.

4. Once the questions are answered by each pair, the whole class assembles again and each pair then talks about the Native American people they have studied. The presenting pair should sit at the front of the room. Teacher can remain in a seat or be at the board to help give explanation of vocabulary if necessary.

5. Give copies of the long poem "The Elders are Watching" to the class members. Show the illustrations from the book. Ask the class: "Who are the elders?" Read the poem to the class after giving them the instruction that they will join you in reading the parts that are highlighted in yellow. Following the reading, time permitting, there can be discussion of the poem, or small groups can be formed and students can respond to the questions on "ESOL Team Learning – The Elders are Watching."

6. Individual work – Teacher can dictate the following as the class writes exactly what is said. Following the dictation, piece can be put on overhead or on board for students to check their own work.

   In the beginning, the people and animals lived in the sky and below the sky there was only ocean. When the skies became too crowded, a tiny water beetle was sent below to search for land in the ocean. When the beetle could find no land to rest upon, it dived to the bottom of the ocean and brought up a small piece of mud. This mud grew and began to form the earth. The people then sent a great buzzard, while the land was still very soft mud, to find a place dry enough for the people to live. Flying over the land, the great buzzard became very tired. With his wings still beating, he sank to the soft earth where his wings hardened, becoming mountains and valleys.

   (This is a Cherokee legend of the formation of the Great Smoky Mountains.)

7. Following exercises on Native American people, the teacher can make transition to modern times by saying that "home" is an important concept to all people. Using *English for Everyday Activities* (Delta Systems Co., Inc.) pages 30-31, do a listen/choral response practice with whole class. Be sure to go over vocabulary questions and discuss the section entitled: For Special Attention.

Native Americans, continued

8. Lesson may be completed by direct instruction by teacher on the following related idioms:
   once in a blue moon – very occasionally
   let sleeping dogs lie – don't disturb someone who may cause trouble
   to buffalo someone – to fool, trick or puzzle someone
   eat like a horse/bird – to eat a lot/a little
   hold your horses – wait a minute
   bury the hatchet – forget one's disagreements
   be low man on the totem pole – to be the lowest one in the hierarchy

What evidence will you look for to know that learners are developing this learning skill?

- Clarity of presentation on the assigned Native American group.
- Written responses to questions and dictation.
- Student response to Word Search, given either as homework or as a review exercise at the beginning of the next class.
- Participation in choral readings.

How will you collect this evidence?

- Teacher observation.
- Teacher reading of dictations/question sheets.
- Teacher listening to pair presentations on their Native American people.

Instructor Comments and Reflections

In an advanced group, students can also read the legends and perhaps retell the story to the class and discuss its meaning.

ESL Team/Pair Learning on Native American People

There is a poem or saying at the beginning of your book.
Write it on the board and explain what it means.

1. What is the name of the tribe you studied?
2. Where did these Native Americans live?
3. What did their houses look like? What were they made of?
4. What jobs did men in the tribe do? What did women of the tribe do?
5. What did the tribe eat? How did they obtain their food?
6. Describe the clothing of the tribe.

Native Americans, continued

The Elders Are Watching

ESOL Team Learning 11/95

They told me to tell you they believed you
When you said you would take a stand.
They thought that you knew the ways of nature.
They thought you respected the land.

They want you to know that they trusted you
With the earth, the water, the air,
With the eagle, the hawk and the raven,
The salmon, the whale and the bear.

You promised you'd care for the cedar and fir,
The mountains, the sea and the sky.
To the Elders these things are the essence of life.
Without them a people will die.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They wonder about risking the salted waters,
The ebb and flow of running tide.
You seem to be making mistakes almost daily.
They're angry, they're hurting, they cry.

The only foe the huge forest fears
Is man, not fire, nor pest.
There are but a few who've come to know
To appreciate nature's best.

They watch as you dig the ore from the ground.
You've gone much too deep in the earth.
The pits and scars are not part of the dream
For their home, for the place of their birth.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They say you hunt for the thrill of the kill.
First the buffalo, now the bear.
And that you know just how few there are left,
And yet you don't seem to care.

They have no problem with fishing for sport.
There are lots of fish in the sea.
It is for the few who will waste a catch,
For you, they are speaking through me.

You said you needed the tree for its pulp,
You'd take but a few, you're aware
Of the home of the deer, the wolf, the fox,
Yet so much of their land now stands bare.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They're starting to question the things you said
About bringing so much to their land.
You promised you'd care for the daughters and sons,
That you'd walk with them hand in hand.

But with every new moon you seem to be
More concerned with your wealth than the few
Women and children, their bloodline, their heartbeat,
Who are now so dependent on you.

You are offering to give back bits and pieces
Of the land they know to be theirs.
Don't think they're not grateful, it's just hard to say so
When wondering just how much you care.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

Native Americans, continued

Now friend be clear and understand
Not everything's dark and glum.
They are seeing some things that are making them smile,
And that's part of the reason I've come.

The colour green has come back to the land.
It's for people who feel like me.
For people who treasure what nature gives,
For those who help others to see.

And there are those whose actions show.
They see the way things could be.
They do what they can, give all that they have
Just to save one ancient tree.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

Of all of the things that you've done so well,
The things they are growing to love,
It's the sight of your home, the town that you've built.
They can see it from far up above.

Like the sun when it shines, like the full moon at night,
Like a hundred totems tall,
It has brightened their sky and that's partially why
They've sent me to you with their call.

Now I've said all the things that I told them I would.
I hope I am doing my share.
If the beauty around us is to live through this day
We'd better start watching – and care.

They told me to tell you the time is now.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

—by Dave Bouchard

"The Elders are Watching" Questions

ESOL Team Learning – 11/95

1. Who is telling this story?
2. Who are the Elders?
3. What does "take a stand" mean?
4. What did the Elders trust the newcomers with?
5. What gives the most danger to the forests?
6. List the things that the Elders are concerned about:
7. To the Elders, what seems to be important to the newcomers?
8. What are some good things that the Elders have observed?
9. What message has been brought from the Elders?
10. For whom is this message?
11. VOCABULARY:
    hawk, raven, salmon, cedar, fir, essence, tide, foe, pest, ore, pits, scars, thrill, pulp, bits and pieces, glum, ancient, totems

Native Americans, continued

Word Search

T	W	P	T	P	S	I	O	U	Q	O	R	I	R	E
K	A	R	I	E	O	K	I	O	T	W	A	S	M	D
O	S	P	M	M	W	M	E	N	N	E	Y	E	H	C
R	C	N	A	V	A	J	O	T	R	I	A	M	K	H
A	O	Z	E	C	H	O	C	T	A	W	N	I	O	I
K	M	X	R	O	H	P	T	M	S	D	O	N	P	N
P	N	E	A	C	E	E	U	K	F	W	Q	O	E	O
E	E	G	E	H	R	Y	N	E	A	S	H	L	S	O
Q	E	I	B	I	O	W	H	I	A	M	O	E	I	K
U	K	N	C	T	O	C	O	J	M	A	N	R	O	C
O	O	U	W	I	N	D	E	R	O	E	Z	Y	U	H
D	R	Z	O	A	S	T	D	U	C	L	L	R	X	O
H	E	I	M	I	P	G	B	A	A	T	S	A	H	S
E	H	O	T	T	I	U	N	I	C	Y	A	Q	U	I
N	C	S	T	I	O	G	A	B	E	N	N	E	W	A

Tribes and Nations

NAVAJO
TEJAS
SENECA
KAROK
YAQUI
IROQUOIS
KIOWA
ACOMA
CHEYENNE
UTE
CADDO
YUMA
APACHE
CHINOOK
HOPI
PIMA
SIOUX
INUIT
WASCO
ZUNI
CHEROKEE
PAWNEE
PEQUOD
POMO
COMANCHE
SEMINOLE
WINNEBAGO
SHASTA
CHOCTAW
CROW
COCHITI
CREE

1 → 6

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- 15. Learn Through Research
- 16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools, ABE

MULTI-LEVEL

Our Campus, A Discovery Tour

Length of Activity: 2 to 3 hours

What will students do?

- Listen to an orientation.
- Go on a tour of the campus.
- Visit at least one other class in session.
- Take notes and fill in a blank map of the campus.
- Ask questions.
- Participate in a follow-up discussion.

What will teachers do?

- Obtain or plan and execute a simple, blank map of the campus.
- Arrange at least one visit to another class.
- Study and know the function of each facility that the class will be taken to.
- Prepare to answer basic questions about welding, nutrition, computer, etc.—the activities that the students will see.
- Present a vocabulary including a list of
  places: auditorium, gymnasium, parking lot, etc.
  subjects: mathematics, computer keyboard, tailoring, etc.
  plant life: magnolia, grass, holly, hedge.

Activities used to implement this learning plan.

- Class assembles—probably in the classroom, although an auditorium or such could be an "exciting" starting point—especially if you can add to this drama with an important guest speaker such as the principal to welcome and initiate this discovery tour.
- Teacher explains the nature of the tour, prepares students for what they will see, hear, need to understand about classes they will monitor, etc.
- Proceed on tour. If possible, make a visit to another class first and/or last. Class is introduced to other class and teacher. The other instructor explains what is done in the class, allows ESOL students to ask questions and gives students in both classes the opportunity to talk and ask questions of each other.
- Proceed from visiting a class to a general walking tour of the campus: anywhere and everywhere is valuable. Some examples might be to visit the cafeteria kitchen, to see the "ropes," props, and "boards" of back stage in the auditorium, or to peek in the door of a computer class, art class, etc. (Even if your class takes place in a grammar school, seeing what the children are doing in their classes prompts endless language opportunity.)
- From the buildings, proceed outside to point out the faculty parking lot, the oaks, the magnolias, the holly, the grass and clover, the red bricks and

Our Campus, A Discovery Tour, continued

mortar. Don't overlook the impromptu: A robin! Mud puddle! Poison ivy!

- An optional tour of the rim of the campus is sometimes good to include, time and weather permitting. "The school is next to the grocery store." "This is a sidewalk; this part we are standing on is the curb." "There are four junipers in that front yard."… and so on.
- Return to class for follow-up activities. Back in the classroom students can search for and identify things seen in the Oxford Picture Dictionary (Oxford University Press). Beginners can write and say sentences in the simple past such as, "I saw a robin." "I liked the magnolia tree." "I wanted to study more computer." "I didn't like the poison ivy." "The principal's name was Ms. Carol Miller." They can also work at filling in the map of the campus. Intermediates fill in or prepare a map of the campus and are able to express what is where: "The cafeteria is across from the principal's office." Everyone can work at filling in blanks such as, "Faculty is another word for _____." Advanced students can assist others and/or write a chronological report theme, other paper, or journal entry on the trip.
- Finally, have a conversation; talk about what you have seen, what you enjoyed, what you learned, classes you would all like to take. I, for example, would like to take the locksmith course offered on our campus, and my students know this. We all seem to want more computer lessons, and many of the students are interested in various other courses our adult high school offers.

What evidence will you look for to know that learners are developing this learning skill?

- Ability to express physical surroundings with new vocabulary.
- Ability to express location…both in oral and written form.

How will you collect this evidence?

This evidence is collected by encouragement of conversation, critiquing of written work, etc.

Instructor Comments and Reflections

Don't underestimate this kind of "pounding the pavement" connection of language and surroundings: it works! Never overlook this or any other opportunity to teach grammar, vocabulary, etc. "on the spot"—as the questions, situations arise. In fact, perhaps more than this is an activity plan about a campus tour, it is a plan about using what is around you and what is at hand as your plan: for your ESOL students everything—every blade of grass, each layer of mortar and brick, every "frog" in the parking lot—is an English lesson…and each syllable of these words that you give them makes you an English teacher.

1 → 6

MULTI-LEVEL

Emotional Good-byes and Ambivalent Hellos, Culture Shock

Length of Activity: 2 or 3 hours

What will students do?

- Learn "emotion" vocabulary.
- Listen to teacher's story of a difficult good-bye.
- Prepare their own story of a difficult good-bye.
- Participate in "broom game."
- Listen and talk about culture shock.

What will teachers do?

- Provide a broom.
- Learn the broom game and prepare to explain it to students.
- Prepare a telling of an emotional parting in his/her own life.
- Create a list of emotion adjectives and adverbs.
- Help students develop realistic expectations of a new life after the upheaval of the old.
- Provide opportunities for students to express.

Activities used to implement this learning plan.

Optionally, begin class with a vocabulary of emotion adjectives: joyful, angry, sad, and so on. **The Broom Game:** Each person in turn takes a broom and attempts to sweep in a manner that demonstrates one of the new words. Others try to guess, "You are *furious.*" When the guess is correct, you can add, "Yes, he was sweeping furiously."...thereby introducing the adverb form of the word. If someone asks, explain. Otherwise, just do this without other comment. The person who guesses gets the honor of the second demonstration, but try to make sure everyone has at least one try. I have had wonderful success with this "game," and at other times, not. i.e. Use it if you think it will work in your group...or not!

Next, ask the class, "Have you ever had to say good-bye to someone you loved? If you can, give the students a bit of your own personal history: I often tell my students of a time in June of 1995 when my youngest brother was returning to the mission field in Brazil. All the family gathered at the airport to see him off. We were all unhappy to see him go, but I think my father "knew" that it would be the last time he would see Scott. His hug was extended, and he wept openly as he clung to his son. "Of course, it was an emotional time for all of us, " I tell the class. "We felt very sad. We left the airport sadly. Have you ever felt that way?"

At this point, introduce the concept of the other side of those good-byes—inevitably, for our students, it is the story of arriving in the United

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SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools, ABE

States. This is an excellent day to have a guest speaker…or a text on culture shock and the range of emotions it brings for the…or do your own research and provide printouts for the students. Discuss the aspect of living in a new country. "How did you feel when you first arrived in the United States? Was it a dream come true for you? Did everything seem wonderful? What were some of those first happy feelings?" Listen to the responses. "Sometimes, as soon as that first happiness dies down, another thing happens to people: they become depressed. This is normal. "Everyone goes through it." Allow students to express here if they wish. "I missed my family."…is often as far as students want to go here. Still, they hear and the message is important.

Move to the future: if possible, have an advanced student who has had lots of adjustment time discuss how he/she has done so. Encourage others to discuss the positive aspects of their new lives. "What is the best thing about your new life?" or "Why are you happy to be in the USA?" In some of my classes, similar questions have brought amazing responses—everything from, "I can eat good pizza whenever I want," to "I am happy for my son's life," from a Chinese woman. "Oh," I responded. "You are happy that your son will have a good life here?" "No!" she said. "In China my son would not have a life. I cannot have a second child—only here." A success story of first order! Your students will have many stories of how their lives are succeeding in this country. When the stories have stopped, consider introducing the concept of journal writing in this session. Beginning students can begin theirs in their native language with perhaps just a listing of the English adjectives that apply to their feelings. Other will want to use more English. Emphasize that in either language this is a project just for the individual.

What evidence will you look for to know that learners are developing this learning skill?

Students are able to comment on stages of cultural shock using new vocabulary. They are able to write, express in a personal, emotional way.

How will you collect this evidence?

Listening to students. Watching them begin to write of their own hopes and struggles.

Instructor Comments and Reflections

This can seem a difficult subject to approach, but try to get past your own reluctance. Emotions are a part of life, and life must be reflected and expressed with language. What could be more frustrating than being unable to express one's emotions in one's new language?

Aspects of this activity can pop up at anytime in your ESOL class. Listening to students, helping them to express their frustrations and emotions can be a big and recurring part of an English teacher's life.

Emotional Good-byes and Ambivalent Hellos, continued

Optional Activity

If desired, read a short piece on saying good-bye such as that on p. 30 of *Side-by-Side, Level III*, second edition (Pearson Education ESL). Have some students read it aloud again. Then for writing and discussion have students spend some time preparing and delivering their own good-bye story. Beginners can make a simple statement, "I say goodbye to my family in Moscow." Others will attempt more of a story.

1 → 6

MULTI-LEVEL

Our Classroom

Length of Activity: about 2 hours

What will students do?

- Learn vocabulary for things "at hand" in classroom.
- Practice prepositions as they apply to surroundings.
- Speak/write of things in classroom.
- Discuss how to make room better/perhaps begin "hands on."

What will teachers do?

- Teach vocabulary.
- Teach prepositions.
- Direct exercise in writing and speaking of room.
- Direct discussion of how to better room.
- Read a poem.
- Teach students a game and participate in it.
- Conclude with happy thoughts about "our room."

Activities used to implement this learning plan.

A good, practical place to begin this lesson is in the *Oxford Picture Dictionary*, p. 76, "A Classroom" (Oxford University Press). Point out, pronounce the various objects on the page. Have students repeat the words. If they exist, ask students to point out their counterparts in the room. "Do we have a loudspeaker?" "Where is our chalk tray?" Point out other objects common to all rooms, "window," "light switch," etc. Set beginners about the task of writing the new vocabulary. If you desire, they can write it with a simple sentence such as, "We have a pencil sharpener." "We do not have an overhead projector."

Meantime, review prepositions on p. 102 of the same text. Intermediates especially can go about the task then of writing/speaking sentences about where things in the room are in relation to other objects, "A butterfly is at the window." "Our wastebasket is below the light switch." "There is a camera in the teacher's drawer." "We have a beautiful candlestick on the entrance table."

Encourage advanced students to look more closely at the common accouterments (You might even try that word on them!) "This is a door, but what is this?" "A hinge." "This, a window, but this?" "A pane."

As the interest in the vocabulary wanes, begin to guide a discussion: "But is that all there is to a classroom? What other things are important to our room?" Talk about your favorite things in the room. Have students express theirs. If someone else doesn't, be sure you at least mention the

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SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools, ABE

people in the room—you and the students—who make the room truly and uniquely "ours." Move to writing projects about these favorite things. Beginners can write simple sentences, "My favorite things in the room are the big windows." Intermediates can vary sentences. Advanced might try their hand at a descriptive paragraph…or even a poem about the windowpanes or creaky hinges! Compare, discuss writing.

If time allows, discuss how you could make the room better: Create a bulletin board committee? Bring plants? A book committee? A book monitor? Class officers? A board? (You, the CEO, of course!) Yes, the ideas can grow from the physical to the esthetic to the organization of the people, and they will be uniquely yours…"ours."

In the end, and especially if no one else has, remember the unique treasure of the books in the room. Pick one up. Remind the class of all the wonders that are contained just within the tiny physical space of that one book. Read something special, magical…a poem, of course. (The New Horizon's series contains many wonderful ones from "Lazy Jane" in Book One to "The Sound of Silence" in Book Five.)

Still, the selection isn't important; what you want here is just the SOUND of the beauty and magic of the most important "thing" of all in our room, this magnificent English language.

What evidence will you look for to know that learners are developing this learning skill?

- How many objects can the students name?
- How well can they write, talk about the room, its needs, "our" solutions, etc.

How will you collect this evidence?

- Listening to students' responses, discussion.
- Critiquing their writing.

Instructor Comments and Reflections

In an activity such as this one, it is a good idea to have beginning, intermediate, and advanced levels of the project, but don't be too rigid. An intermediate might want to copy the basic vocabulary; a beginner might wander over to discover the names of the hinge and the pane…just let it happen.

Our Classroom, continued

Optional Activity

If time allows, you can end the day with a game, "Black Magic." You will need an accomplice for this game. This is how it is played. Either you or your accomplice leave the room and any possibility of overhearing what goes on in the room. Students in the room are encouraged to pick ANY object, however large (the blackboard) or tiny (the top left hinge of the cabinet door). It makes no difference. When the choice is made—let's say the overhead projector—the absent one is invited back into the room. The other of you two asks, "Is it the piggy bank?" "No, it isn't." "Is it the teacher's text book?" "No, it isn't." Etc.…until, "Is it the blue chair?" "No, it isn't." And only then, "Is it the overhead projector?" "Yes, it is!" Your secret? The chosen object is always named immediately after the first object asked about with four legs – such as "the blue chair." Give as many students as possible the opportunity to "stump" you. Divulge the secret or not? That's up to you, but send the students home with the idea that "our" classroom is a magical and fun place to be!

MULTI-LEVEL

Our Town, Tennessee

Length of Activity: about 2 hours

What will students do?

- Listen.
- Learn names and locations of city sites; find these, their own home, etc. on a map.
- Express and/or discuss location of various city sites in relation to others
- Prepare a written report for oral presentation.
- Discuss and vote on an appropriate site to visit on a field trip during another session of the class.

What will teachers do?

- Provide a city map.
- Provide local paper(s).
- Provide pictures and/or brochures of the city.
- Tell students of his/her favorite places and things to do in the city.
- Ask students to express what they already know of the city.
- Help students find various places on the map of the city.
- Help students prepare reports.
- Help students decide where to go on a future field trip.

Activities used to implement this learning plan.

(Example city used in this activity is Memphis.)

- The teacher can begin the session with this question: "Where do you live?" Listen to answers. Some students will give their address. Some will say that they live in Tennessee, or in your town or in a particular area of town. Some might say that they live in the United States.

- Follow this up with something like, "We live in all those places, but today we want to talk about and learn about Memphis. Where are some special places you have been in Memphis?" Answers will, of course, vary.... Perhaps the Peabody, Court Square, or the Goldsmith Botanical Gardens will be mentioned. Perhaps, places such as Piggly Wiggly or a particular church. "Mamadou, can you tell us about Mud Island?" "Why do you like to go to the Piggly Wiggly, Maria?"

- Now tell the students about places you like, events that are going to happen that you would like to attend, etc.

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SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
**Memphis City Schools
Adult Education**

Our Town, Tennessee, continued

- Study the map of your town together. Find the places you have talked about. Help students find the school campus and their own street, and don't overlook important places such as hospitals, libraries, and the police station. Discuss these, especially in relation to one another. "My house is in the southeast." "His house is near the Mall of Memphis." "The Memphis Belle is on Mud Island."

- Next divide into groups. One group will study brochures and other material to investigate permanent sites in the city that might make good destinations for a future field trip. Level One can do this, or you can make sure people of different levels are on each committee. Another group will find activities and events for the following week and month. This is a good project for intermediates. In Memphis, *The Flyer* is an excellent source for this research team. Your town has a similar alternative paper—or a section in the regular newspaper devoted to such information. Another group will read the current newspaper to discover the most newsworthy events that have happened in your town recently. (Alternatively or additionally, a local newscast can be watched on television.) These students will attempt to answer who, what, when, where and why questions. This project, of course, is best left to advanced students.

- All groups find their information with the help of the teacher's questions, comments, etc. Often on occasions such as this, I tell my students, "I am part of every group," meaning, of course, that they should call me to their group for whatever assistance they need. Otherwise, this is a good time to step back and let your students be in charge. Students discuss, write reports, select spokespersons—"reporters." When all have finished or there is no more allotted time, call the groups back together. It is a good idea to have your advanced group go first. Less experienced students always gain confidence, ideas about what to do, etc. by watching the more experienced students first. Thus, your third group reports on the news of the recent past. "There was a wreck on Poplar at Highland. Two people were killed. This is a dangerous place." "Today Mayor Herrington went to New York." …with additional detail.

- Group two next reports on events taking place in the city in the near future, suggesting the best of the best for the upcoming week and month. "I personally like the wine-tasting at the art gallery on Saturday afternoon, but the group has voted to recommend the Blues Concert in Tom Mayes Park on Sunday. You can bring all your family and a picnic. It is free. You can hear the real Memphis music. We think it is the best event in Memphis for this week."

Our Town, Tennessee, continued

- Finally, group one reports on permanent attractions. "Here are some places we can go in Memphis: Mud Island for a big map to the Mississippi River and a famous airplane, the Memphis Belle; Memorial Park, there is the beautiful grotto. We can go to see the art at Brook's Memorial Art Gallery. We think the best place to go is the zoo. It is in the Overton Park." At this juncture the class can vote on a future field trip, the date can be decided on, and plans can be made to study more about the winning site in an interim class.

An Additional Possibility for This Activity

THINK BIG! Invite the mayor or the president of the Chamber of Commerce as a guest speaker.

What evidence will you look for to know that learners are developing this learning skill?

- Students are able to demonstrate where their house, your school, important sites are on a city map.
- Students are able to report on an aspect of the city in written and oral forms.
- Students are able to make decisions about where to go on a field trip and begin to organize this trip.

How will you collect this evidence?

- By observing student's ability to understand and talk about the city map.
- By critiquing both oral and written reports.
- By observing decision-making process.

Instructor Comments and Reflections

If you love your hometown as much as I love Memphis, this lesson will be a pleasure for you as well as your students!

MULTI-LEVEL

Our State: Tennessee

Length of Activity: about 2 hours

What will students do?

- Listen.
- Learn names and locations of some state sites, counties, cities, etc. and find these on a map.
- Express and/or discuss location of various state sites in relation to other sites, their new hometown and county, as well as other cities and counties in the state.
- Prepare a written report for oral presentation.
- Discuss and vote on an appropriate site to visit on a family weekend trip or possibly even a class field trip.

What will teachers do?

- Provide a state map—if at all possible one for each student that they can keep.
- Provide pictures and brochures of the state's attractions.
- Tell students of his/her favorite places and things to do in the state.
- Lecture about and supervise discussion of state.
- Help students prepare reports.
- Help students decide where they would like to travel within the state.

Activities used to implement this learning plan.

(Example state used in this activity is Tennessee.)

The teacher can begin this activity with this question: Where do we all live? Listen to the answers: Some students will say the name of your town or county, some might say that they all live in a particular neighborhood or even in the United States. Hopefully, some will answer, "Tennessee." Follow this up with a statement such as, "We live in all those places, but today we want to talk about and learn about Tennessee. Where are some special places you have visited in our beautiful state?

Answers will of course vary: Perhaps Gatlinburg, Shiloh, Pickwick Dam—maybe Nashville or the state capitol building. But don't be surprised at offerings such as "Alabama" or even, "My cousin's farm." Continue the discussion, correcting answers such as "Alabama," but also asking students to tell about the places they have been. "Jesus, what can you tell us about Pickwick Dam?" Listen and then without ceremony, use the moment to explain TVA, etc., in simple, conversational terms—much as you might to an English-speaking visitor to the state.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools Adult Education

Our State: Tennessee, continued

Next, tell the students about places you like to visit in the state, and while this is more a geographical discussion than a civics one, I think it is a good idea to at least mention the name of the governor of the state. Study the map of the state together. Find the places you have talked about. Help students find your home county and town, the county where their cousin's farm is, etc. Don't overlook important places such as the county seat; the capital city, Nashville; and the largest city, Memphis. Especially in Tennessee, I think it is nice to point out our neighboring states and count them together. "We have more neighbors than any other state." Look at the important waterways in the state. Of course, in Tennessee, the Mississippi, which forms our western border, and the Tennessee, which divides our state into its three regions, are musts. This is also a perfect time to introduce the flag of Tennessee and discuss the three stars which represent these same three regions. Discuss all these things—especially in relation to one another. "Memphis is on the Mississippi River and is in the southwest corner of Tennessee." "Nashville is northeast of Memphis." "Shiloh and Pickwick are very close to each other." "Gatlinburg is in the Smoky Mountains and very near Knoxville."

Now divide into groups of two or three "partners" in order to create reports about various places in the state. As much as possible, make sure that people of different levels are in each group of partners. Each group will study brochures and other materials related to different tourist attractions and historical sites in the state—especially those that are near enough to your town to make good destinations for family outings or class field trips—prepare a report, and select a reporter who will give their report to the class. All groups find their information with the teacher's assistance, questions and comments—but only on an "as needed basis." It is important to step back and let your students do as much of the work as possible. When all groups are ready (or allotted time has run out), have your strongest group report first and continue until all reports are given. If it is possible to plan a future field trip for the class, a vote could be taken at this time on feasible destinations, the date can be decided on, and plans can be made to study more about the winning site in a future class.

Additional Activities

State history, state civics.

What evidence will you look for to know that learners are developing this learning skill?

- Students are able to demonstrate where their new hometown is, as well as the location of the state capital, largest city, and other important sites on a state map.

Our State: Tennessee, continued

- Students are able to report on a site in the state in written and oral forms.
- Students are able to discuss and make decisions about where to go on a field trip and begin to organize this trip.

How will you collect this evidence?

- By observing students' ability to understand and talk about the state map.
- By critiquing oral and written reports.
- By observing decision-making process.

Instructor Comments and Reflections

It is a lot of fun showing these new residents our beautiful state.

1 → 6

MULTI-LEVEL

Our New Country: The United States of America

Length of Activity: about 2 hours

What will students do?

- Listen.
- Learn names and locations of states, some major and capital cities, find these, the state in which they are located, on map of the United States.
- Prepare a written report for oral presentation.
- Discuss possible nearby out-of-state sites to visit.
- Play a game.

What will teachers do?

- Provide a map of the USA.
- Provide various materials about the country as a whole and individual states.
- Tell students how many states he/she has visited and some highlights of some of them.
- Ask students to express how many states they have visited.
- Help students find various states on the map.
- Point out all 50 states at least once.
- Help students prepare reports.
- Help students decide on good destinations in neighboring states.

Activities used to implement this learning plan.

Begin the session with this question: "Where do we live?" If you have been using these location lessons as a series, the students will by now enjoy anticipating the answer you are looking for: The one you want to emphasize today is, of course, the United States of America. In fact, if someone does not give that full name, be sure you do. Follow this up with a question: "Where are some places you have been in the United States?" Answers will vary. Some might name your hometown, Tennessee, even "Germany!" Respond especially, however, to the mentioning of other states. "Ricardo, what did you like about Texas?" "Urshula, what did you see in New York?" etc.

Next, introduce a map of the United States and point out and name all 50 states. Pause for questions. Then tell the students how many states you have been to and tell at least something of your experiences. Find some of the places all of you have been on the map.

Discuss the location of the various states, the smallest state, Rhode Island, the largest, Alaska. Talk again about the neighboring states to Ten-

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools
Adult Education

Our New Country: The United States of America, continued

nessee: Arkansas, Missouri, Kentucky, Virginia, North Carolina, Georgia, Alabama, and Mississippi. Discuss the various regions of the U.S. and especially make students aware that Tennessee is in the southeast, a region that is often referred to as "The South." In addition, don't forget to point out the District of Columbia.

Next, divide the class into groups—I think groups of two or three partners work best for this project, putting your weaker students with the stronger. Each group will research and report on one particular state or region, as you and your available research materials deem best, but I think a special emphasis on our neighboring states by at least one group will prove most practical. The purpose of this location series is to learn more about physical locations, and this should always be emphasized in your comments to the various groups as you monitor their group research, but never forget to step back as much as possible and let the students do the work—mistakes and all. When all groups have finished or there is no more allotted time, call the groups back together and proceed with the reports. Have individuals recall what they remember from reports other than their own. "There are many wheat fields in Nebraska." "Sacramento is the capital of California." Lead a discussion about some of the best possibilities of destinations for future travel. Especially if our neighboring states are discussed, the class could at least discuss and vote on a "dream" field trip: "Helen Keller's home in Alabama is not too far form here." "We could take a bus through the Smokies and go to North Carolina," etc.

A game that works well in this session is "Let's Get on a Bus." Your have a piece of paper and pen. No one else is allowed to write. Students compete as individuals—open or closed book as you wish—but if you have beginners, open book is probably fairest. First contestant says, "Let's get on a bus and go to _____." Let's imagine "Arizona." (You begin a list with "Arizona," and continue it with each student's addition.) The next contestant must remember "Arizona," and say, "Let's get on a bus and go to Arizona and...West Virginia." So on and so on, each contestant adding to the list. (Yes, Hawaii is allowed on this imaginary bus trip!) Anyone who does not remember the list in perfect order or hesitates more than ten seconds is out. This is an excellent exercise for remembering in one's new language. I have witnessed some amazing contests with long, long lists before we had a winner, and it is very empowering even to those individuals who are out early. By and large, they continue to follow the game, and win or lose, many students realize for the first time that they have actually sustained a thinking process in their new language. An alternative or additional activity would be to put students into two teams and see which one can record the most states in an allotted time. All fifty? Great!

Our New Country: The United States of America, continued

What evidence will you look for to know that learners are developing this learning skill?

- Students are able to demonstrate where the state of Tennessee and at least some other states are on a map.
- Students are able to report on interesting facts and sites in other states in written and oral forms.
- Students are able to make decisions about where to "go" on a "dream" field trip as well as on future personal trips.

How will you collect this evidence?

- By observing students' ability to understand and talk about the map of the United States.
- By critiquing both oral and written reports.
- By observing students' ability to understand and talk about the map of the United States.
- By observing the decision-making process.
- By observing the students' ability to remember the names of states.

Instructor Comments and Reflections

One excellent source of information on attractions and historical sites in all fifty states is *Reader's Digest Travel Guide USA*.

The game played in this activity is adaptable to many vocabularies; for example, "I am going to the supermarket and I am going to buy ________," of course, proceeding with an ever longer list as in the game above.

MULTI-LEVEL

Our World

1 → 6

Length of Activity: about 2 hours

What will students do?

- If possible, bring pamphlets, books, and other items containing information about their home country.
- Express, discuss and inform others of aspects of their homeland.
- Listen.
- Learn names of all the continents of the world and be able to locate all the countries represented on them, i.e. countries represented in class.
- Prepare a written report for oral presentation.

What will teachers do?

- Provide a map of the world.
- Provide additional brochures, atlases, and books for research.
- Talk to students about places he/she has visited outside the USA.
- Teach the names of the continents of the world in English as well as various oceans, mountain ranges, etc., especially as they come up in conversation.
- Ask students to talk briefly about where they are from.
- Help students prepare a longer report on their country.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
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COUNTY/PROGRAM:
Memphis City Schools Adult Education

Activities used to implement this learning plan.

As with other location themes, the teacher can begin this session with the now familiar question, "Where do we live?" Probably no one will think to name the Earth, but however these answers unfold, follow them up with "We live in all those places, but today we want to talk about our world, Planet Earth." Show a map of the world, go over the names of the continents, and ask students to express where they are from, what continent it is on, and one other interesting thing about it. Naturally, you will all want to locate each country as it is mentioned. Answers will vary, and advanced students and intermediates will have an easier time of it than beginners, but try to get even the beginners to say something extra of their country if only, "I love Peru."

Ask students to form groups according to their nationality. If there are more than three or four people from the same country, you will want to form more than one group to represent that country. Students will work together to prepare a report about their country. (If you wish, you can prepare a list of research questions for the various levels, but I find that this and all of the location theme activities work best when I move from group to group, see what they are doing, how they are thinking, etc., and then offer

Our World, continued

impromptu research ideas and questions that fit the moment and the materials they have at hand.) They will also need to elect a spokesperson for the group or decide what specific aspects that each individual in the group will report on. (Incidentally, if all of your class is made up of one nationality, you will want to follow the latter plan, as well as making other adjustments to this activity such as looking at various other countries on the map and possibly having students report on a country that is not their own.)

Don't worry too much about time in any of these group projects that I have described in my various student activities—the students will worry about it for you and will be eternally not ready, but you just use the time that is available to you and when it is gone, just say, "Ready or not, here we go," then proceed into the report phase of the session.

Students give reports.

When they have finished, ask students to recall something they learned about a country other than their own. Ask someone to repeat the names of the continents, etc., and finally, ask who remembers the name of our planet in English.

If time allows, a good way to end this session is with the game "I'm Going on Vacation." I have played this game for years with students of all levels. Everyone can play it, everyone loves it, and it is especially good for helping beginners remember their English letters:

Divide the class into two teams. The person going on vacation is you, and where you are going is any country in the world. You say, "I'm going on vacation, and I'm going to…." At this point you draw short blanks on the board to equal the number of letters in the country's name (in English, of course). For example: _ _ _ _ _ _ . The first player on the first team asks, "Does it have a/an _?" Let's say a "U." "No, it doesn't." Proceed to the first player on the second team, who might ask, "Does it have a/an 'A'?" And you answer, "Yes, it does." Write in: _ A _ A _ A. At this point with the guessing of a letter contained in the name, the player earns the right to guess the country. "Do you want to guess?" …and so on until someone guesses "Canada!" Their team wins the point and the process starts all over with a new country.

What evidence will you look for to know that learners are developing this learning skill?

- Students are able to recite the names of the continents and the Earth.
- They are able to demonstrate where their own and other countries are on the map.
- They are able to work together in a group to research and decide on what to put in a report.

Our World, continued

- They are able to report on aspects of their own country in oral and written form.

How will you collect this evidence?

- By observing students' ability to understand and talk about the world map.
- By observing the group research process.
- By critiquing both oral and written reports.

Instructor Comments and Reflections

Another possible activity for this location series might be "Our Universe."

1 → 6

MULTI-LEVEL

Presenting New Verb Tenses: A Grammar-Oriented Activity

Length of Activity: about 2 hours

What will students do?

- Listen and observe explanation of new verb tense structure, and use it.
- Ask questions.
- Practice new verb tense in oral and written exercise.
- Participate in short skits.
- Use new verb form in structured conversation.
- Plan to use new tense in at least three real-life situations within the next 24 hours.

What will teachers do?

- Review structure and use of verb tense.
- Present explanation of verb tense in oral, written and drawn forms.
- Guide students through written and oral exercises.
- Help students prepare skits.
- Help students converse with new tense.
- Help students plan how they can introduce verb form into real life within 24 hours.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
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COUNTY/PROGRAM:
Memphis City Schools
Adult Education

Activities used to implement this learning plan.

(example verb tense: past perfect)

I usually start an introduction of a verb tense by linking it to a previously learned tense. Thus, were I to be teaching the past perfect, I would start by reviewing the present perfect for and with the students. First I would remind the students of the way the present perfect is formed, using the example verb "to eat," and demonstrate by asking them to orally supply the various parts of the formula, correcting them when needed and writing the following on the board as we work together for the answers.

present perfect
    to eat
simple present of
    the verb "to have" + past participle of main verb
    He has + eaten

Next, we work together to remember how the verb is used. I usually use the drawing of a time line to help the students visualize this:
"Basically the present perfect expresses that something started in the past

Presenting New Verb Tenses, continued

and continues until now. It leaves the future open, making no commitment one way or the other."

On board:

He has eaten apples all his life.
Past Now Future
1987
/----------------------------------/ ????

(For the purposes of this comparison, variations of this basic affirmative use are usually omitted.)

Next, I like to introduce the past perfect by erasing the appropriate words in the simple present of "to have" and "he has," replacing them with the appropriate words to form the past perfect …all the while, of course, orally explaining. The result looks something like this:

Simple past of
The verb "to have" + past participle of main verb
He had + eaten

Next, I begin an erasing process on the time line, all the while explaining the uses of the new tense: "The past perfect is used to express that something started and stopped in the past, often before something else happened." The end result of the erasing/replacing process looks something like this:

When I arrived at seven, he had already eaten dinner.
Past Now Future

6 p.m. 7 p.m.
/-------/ / /

I explain as I draw, "He ate between 6 and 6:30. His plate was cleaned. I arrived at seven. He had already eaten when I arrived. I had to eat alone," etc.

Encourage questions. Be prepared to answer them.

Next, I like to go through an oral repetition of the conjugation of the tense. Most texts provide these and/or I write them out on the board for us to follow.

Next, move students into the oral exercises provided by whatever text you are following. These are usually and universally in dialogue form. I like to read both parts of an example. Ask again for questions. Then I usually have a student join me in repeating the example dialogue – I as "A," they as "B." If it is a strong class, I usually proceed through the exercise

Presenting New Verb Tenses, continued

with volunteers; if it is a multi-level or weak class, I am often a participant in "Number 1, " asking the students to think with me as I make my decisions. Then I usually call on individuals to continue a chain process (If a student is "B" in number 1, the same student is "A" in Number 2, etc.). I find it is usually best to hold questions until the end of an exercise. There are many reasons for this, but one of the most important ones is that so often students find the answer on their own through the simple repetition of pattern that a good dialogue exercise offers. "Nothing teacher. Now I know," is a frequent response when I ask a student to repeat his question at the end of an exercise.

Follow oral exercises with written exercises. I like to do these in class and encourage students to work individually, with a buddy, or with me—as needed. Of course, I check the work as they finish.

Next it is time for a bit of drama or "IMPROV." In this case, i.e. the past perfect, I often pair students. Presupposing the group's previous learning of expressions of past tense, I tell them I want each pair to demonstrate the difference in the following sentences:

- When I got home, he ate.
- When I got home, he was eating.
- When I got home, he had eaten.

Encourage them to "develop" a scene with a bit of drama. These are fun, they move toward the natural use of the tenses, and you will be amazed at what talented improv actors are lurking right there in your ESOL class, just waiting to "ham it up" and entertain you. I am usually pretty tight with correction here and in conversation. Now is just a time for all to enjoy the understanding of the language.

If time allows, end the day with conversation in the new tense. This can be combined with an expression of what situation of the next 24 hours can be used to introduce the verb tense into the students' real lives. Assure them that you will want reports, and wish all a cheerful good-bye. You have all worked hard!

What evidence will you look for to know that learners are developing this learning skill?

- They ask intelligent, informed and/or thoughtful questions about it.
- They are able to use it correctly in oral and written exercises.
- They are able to demonstrate and compare its use in impromptu skits.
- They are able to express in the verb tense in structured conversation … and finally, the best evidence: You hear the tense coming back to you in a real-life conversation with your student—music to an ESOL teacher's ears.

Presenting New Verb Tenses, continued

How will you collect this evidence?

- Note the nature of the questions asked.
- Observe and critique the results of oral and written exercises.
- Compare these to the efforts of the improv skits.
- Listen to the structured conversation.
- Listen to your students' real conversation.

Instructor Comments and Reflections

This is intended as a sort of explanation to beginning ESOL teachers of a process that at least one somewhat experienced teacher goes through in the introduction of a typical verb tense. It is by no means meant to be a formula that everyone—or anyone—must follow, but rather just an example of what a typical verb tense presentation might be.

1 → 6

MULTI-LEVEL

Let's Rent a Movie

Length of Activity: 2-1/2 to 3 hours

What will students do?

- Listen to teacher's preview of movie.
- Read questions to be answered during viewing of movie.
- Look at pre-movie vocabulary list and ask for/look for definition.
- Keep an additional vocabulary list.
- Advanced students approach the watching of the movie as a research project.
- Intermediate students attempt to answer at least two of the research questions and keep a vocabulary list.
- Beginning students relax into the sound of the movie, enjoy the visual clues, listen to teacher and other students discuss the movie, attempt to make at least one statement about the movie.
- All approach this as something to enjoy.

What will teachers do?

- Determine movie to be viewed. (Examples here refer to *You've Got Mail.* Another I have found to work well in all levels is *What About Bob.* In fact, comedies with simple themes seem to work best both for ESL students as such and for a mixed group of adults…everybody loves to laugh.)
- Obtain movie, VCR, etc. and arrange seating. (If a number of people must view a relatively small screen, a deep "V" arrangement of chairs often works well.)
- Preview the movie with the class in mind (even if you have seen it before).
- Prepare a pre-vocabulary list and discuss it with the class before the movie.
- Prepare a list of "research" questions for advanced students with at least two directed to intermediates, and hopefully, one that beginning students might answer.

Some questions might be:

- What is the setting? time? place?
- How is the setting important?
- What is the opening… or final song? (in *You've Got Mail* for example, "Somewhere over the Rainbow" is sung over the final scene.)
- Who sings the song? (extra credit question!)
- What is the significance of this song?
- What are adjectives used to describe the main character(s)?

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools Adult Education

Let's Rent a Movie, continued

- (A variance for *You've Got Mail* might be, "What are Kathline's and Joe's e-mail 'handles'?")
- Describe your favorite scene. How is it important to the rest of the movie?
- "Never marry a man who lies," is a quote from the movie. How do Joe's actions later reflect this quote?
- Other specific questions about our example movie might be,
  —"What is the dog's name?" ("Bradley.")
  —"How does the horn sound in the song sung at Thanksgiving?" ("Forlorn.")
  —"What does Joe's computer say when he turns it off?" ("Goodbye.")
  You get the idea…make your own questions for the movie you have selected.
- Review these questions with students before movie.
- Finally, help beginning students relax and be aware of just listening to the sound of English coupled with the screened images for a learning experience of language. "To listen is good." "When we see English with words, we learn."

Activities used to implement this learning plan.

- Students and teacher gather for the Big Event of the movie! What could be more American than watching a "flick" together? (Popcorn and sodas do nothing to hurt the atmosphere, if it's convenient to have them.)
- The teacher sets the stage—what will basically happen in this movie, what students may need to understand. Review vocabulary and "research" questions. Assure even the advanced students that they as individuals are not expected to answer every question. I encourage students not to try to understand everything, but to relax and appreciate the understanding that comes.
- Students and teacher watch movie with as few interruptions as possible.
- *Post movie:* Stay relaxed. Have fun talking about what you have just experienced together. Teacher takes vocabulary questions; class discusses "research" questions with teacher encouraging more from advanced, some from intermediates and finally, just one answer, "The computer say 'goodbye'" or at least a comment from the beginners. "I no understand." is an observation…but even beginning students usually do better than that. "They use computer to write love." Just be sure the beginners go last. The inspiration/knowledge that they receive from more advanced students in multi-level classes is a source of continual amazement.

Let's Rent a Movie, continued

What evidence will you look for to know that learners are developing this learning skill?

Teacher observes the oral and written responses of students:

- Do they evidence an understanding of the movie?
- Do advanced students in particular articulate and write about this well?
- Do intermediates in particular demonstrate an understanding of vocabulary?
- Are beginning students each able to express at least something about the movie?

How will you collect this evidence?

Teacher observation.

Instructor Comments and Reflections

One of the greatest motivators is WANTING to understand. Couple this with the fun of a movie, and the new language results in your students are often surprising.

ONE IMPORTANT NOTE: This should be an exceptional class activity—An Event. (Perhaps an end-of-semester treat.) When used properly and sparingly, movies make a wonderful in-class activity. However, never fall into the mistake of too many movies, too often.

MULTI-LEVEL

Making an International Quilt

Length of Activity: from 1 to 2 weeks

What will students do?

The students will each create a fabric block and will then construct a classroom international quilt.

What will teachers do?

The teacher will make sure all necessary materials and tools are available. She will oversee the construction of the quilt.

Activities used to implement this learning plan.

1. Have students read *The New Oxford Picture Dictionary* page 100, "Handicrafts." Review the names of sewing items.
2. Discuss making a class quilt. Make a list of materials needed and who can bring what.
3. Decide on a quilt theme. How can the quilt best represent/symbolize our ESL class and our backgrounds?
4. Distribute 8.5" x 11" pieces of paper and markers. Have students design their quilt square. Review theme and purpose of the quilt.
5. Have each student show class their square and tell about it.
6. Divide the class into groups of four. Have each group elect a "head tailor."
7. Demonstrate to the "head tailors" the various steps of the directions. Explain vocabulary including edges, right side of the fabric, wrong side of the fabric, sew, pin.
8. Have "head tailors" review and discuss directions with each group.
9. Follow directions and sew blocks together until quilt is complete.
10. Hang quilt in classroom.
11. On board ask students to list steps taken to make their quilt. Have students copy these directions.
12. Have each student write a paragraph about what their quilt square means to them.
13. Make a round-robin story about making the quilt. Have one student write a sentence about their feelings. Then have the next student continue writing another sentence. Go around the room until everyone has written a sentence. Read the story aloud to the class.

What evidence will you look for to know that learners are developing this learning skill?

Students will be observed by the teacher to assess their ability to communicate orally, express their ideas clearly, and listen when others are speaking.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County
Adult Education

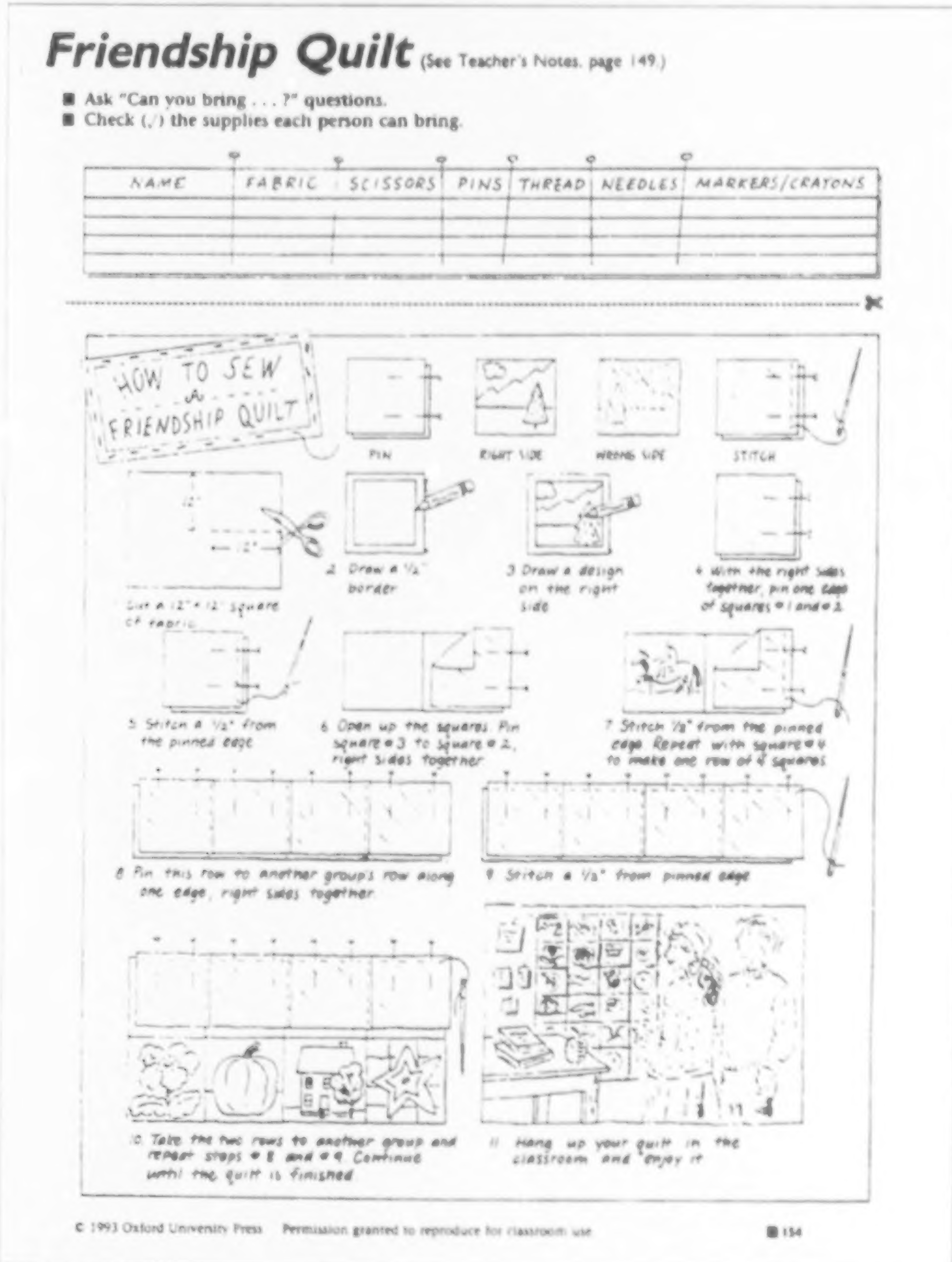
Making an International Quilt, continued

How will you collect this evidence?

Students' understanding of vocabulary will be evaluated through the completion of our International Quilt.

Instructor Comments and Reflections

This is such a fun activity and it is wonderful for all levels to work together.



Friendship Quilt (See Teacher's Notes, page 149.)

- Ask "Can you bring . . . ?" questions.
- Check (✓) the supplies each person can bring.

NAME	FABRIC	SCISSORS	PINS	THREAD	NEEDLES	MARKERS/CRAYONS

HOW TO SEW A FRIENDSHIP QUILT
PIN
RIGHT SIDE
WRONG SIDE
STITCH
12"
12"

Cut a 12" × 12" square of fabric

2 Draw a ½" border

3 Draw a design on the right side

4 With the right sides together, pin one edge of squares #1 and #2.

5 Stitch a ½" from the pinned edge

6 Open up the squares. Pin square #3 to square #2, right sides together

7 Stitch ½" from the pinned edge. Repeat with square #4 to make one row of 4 squares

8 Pin this row to another group's row along one edge, right sides together

9 Stitch a ½" from pinned edge

10 Take the two rows to another group and repeat steps #8 and #9. Continue until the quilt is finished

11 Hang up your quilt in the classroom and enjoy it

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154

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MULTI-LEVEL

Learning About the Local Police Force

1 → 6

Students will increase their knowledge about and comfort level with the local police force.

Length of Activity: several class sessions

What will students do?

- Discuss what experiences, observations, knowledge they have about the police and what questions they have.
- Develop a list of questions to ask the police chief as a guest speaker.
- Interview him using their questions.
- Afterwards, list and discuss new vocabulary words and key concepts from his visit to the classroom.
- Write a summary of his presentation.

What will teachers do?

- Guide students in preparing and editing their questions.
- Invite the police chief to the ESOL class.
- Explain key concepts and new vocabulary.
- Develop a page of matching words to their meanings and a crossword puzzle using the new words, possibly an easier and a more difficult version of each, depending on ability levels of the students.
- Develop a simple form for students to keep in their cars about what to do and what information to obtain in the event of a car accident.

Activities used to implement this learning plan.

In the initial discussion (see above) students will also talk about cultural differences between the police here and in their native countries, and perhaps why some may feel afraid and untrusting of the police. They will discuss their questions/concerns in class, each write 2-3 for homework, and edit them in class in mixed ability groups. Students will role-play in pairs as a practice for asking their questions. After the police chief visit, the students will compose together a written thank-you note and will address the envelope correctly using the phone directory to obtain the correct address.

What evidence will you look for to know that learners are developing this learning skill?

Students will participate in the discussions.

They will take turns asking the police chief their questions.

They will later write a summary of the information they learned. They will practice filling out the teacher-developed accident report form. They will

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✓ 2. Convey Ideas in Writing
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✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Learning About the Local Police Force, continued

complete the teacher-developed matching exercises and crossword puzzle of vocabulary words.

How will you collect this evidence?

Teacher observation, written summary, correctly completed accident form, completed matching exercise and puzzle

Instructor Comments and Reflections

I found this activity to be successful with a class of 10 students from upper-beginning to lower-advanced levels. It was part of a unit on community services. The student chose to invite a police officer from a list of community service workers. The activity seemed to allay some of their fears and helped them to feel more comfortable with what to do in certain situations involving the police (traffic accidents, police stops, roadblocks, police searches, etc.). At least two of the students were undocumented and had been open about it with me and the other students. At first they were apprehensive about inviting the police chief, but they turned out to be among his more animated questioners.

ESOL Listserv Comments
Re: Student learning Activity "Learning about the Local Police Force"
from Paul H. deLeon, ESOL teacher with the Knox County
Adult Education program:

One thing that struck me is that this kind of activity can be educational for the police as well as for ESL folks, helping the cops understand the concerns and conditions many immigrants face, and in general just getting them on the police screen as people to be respected. I'm told that battered women are finally (in some places) getting treated better by the police, because of such educational work over the years. Wouldn't hurt to remind the rank-and-file too that, in many places, police policy is to strictly limit cooperation with the INS to very specific circumstances.

So an extended lesson about the police could also include helping learners develop a list of local resources, such as bilingual lawyers. Fran Ansley at the UTK Law School (ansley@utk.edu) has had her students researching immigration issues for a couple of years, and I've also had them to class. My recollection is that their focus is more on housing and job issues than on criminal matters. Then there's the National Immigration Law Center, which publishes various materials in English and Spanish (other languages?).

I've also seen some related newspaper articles, which could have a variety of classroom applications, from news about the murders in Monterey, TN to the Durham, NC *Herald-Sun's* 1995 article on crime in the Latino

Learning About the Local Police Force, continued

community (part of a series called *New Faces, New Voices*; I don't know if it's still accessible at www.herald-sun.com).

Talking about cops, courts and crime also lends itself to practicing questions, forms, commands ("Freeze!"—good for ESL folks to know so they don't get shot 41 times), excuses ("Officer, I'm rushing my mother to the hospital"), past continuous (in the textbooks, often in the context of alibis), and language related to emergencies. I've seen books with cartoon sequences about emergencies that learners can reconstruct and retell. Some learners may even be interested in the arcana of police jargon, a la "cops"; I've seen audiotapes called *Essential Spanish for Law Enforcement*, by Living Language (Random House, 1997).

You might have already mentioned it, but it occurred to me that talking about the police and courts can also lend itself to practicing indirect questions and statements ("He said he saw someone run out of the alley") and conditionals ("What would you do if…?")

Police Vocabulary Words

Instructions: Write the letter of the correct meaning beside each word.

1. accidental (adj)
2. saddest (adj)
3. happiest (adj)
4. city limits (n)
5. responsibility (n)
6. investigator (n)
7. unmarked (adj)
8. legally (adv)
9. fee (n)
10. guidelines (n)
11. background check (n)
12. commit (a crime) (v)

A. something a person is expected to do
B. in a way that follows the law
C. happening by accident
D. to do something against the law
E. a charge for a service
F. most sad
G. plain, with no design or markings
H. most happy
I. rules for how to do something
J. someone who tries to solve a crime
K. an imaginary (not real) line around a city
L. a computer check on a person's past

In case of accident…

Always call the police. Don't admit fault. Don't discuss the accident with anyone except the police or the insurance company. Obtain the following information if another party is involved:

- Name
- Address
- Phone Number
- License Number
- Make, Model, & Year of Vehicle
- Insurance Company & Policy Number (optional)
- Police Officer's Name and Badge #

- Names of any Witnesses
- Address
- Phone Number

Police Department:

Sheriff's Office:

1 → 6

MULTI-LEVEL

Folk Tales From Many Lands

Student will tell folk tales from their native countries.

Length of Activity: Several class sessions, depending on the size of the class and how long it takes for everyone to tell his/her story. Allow time for about four students to present and the ensuing discussion per 2-hour class.

What will students do?

- As homework or during class time, prepare a presentation of familiar folk tales from the students' native countries.
- Ask the students to tell the story to their classmates using pictures, drawings, or other visual aids if they choose.
- Participate in a class discussion of similarities/differences in native stories and the universality of the morals taught in the stories.
- (*Optional:* Write folk story.)

What will teachers do?

- Give assistance where needed in the preparation phase.
- Video- or audio-tape record each student's presentation.
- Guide class discussion.

Activities used to implement this learning plan.

In addition to the activities described above, the students will enjoy watching the video or listening to the taped stories. This is a good opportunity for students to observe themselves speaking English. It can help boost their confidence about speaking. They may pick up on errors they hadn't noticed before.

What evidence will you look for to know that learners are developing this learning skill?

The effectiveness of the presentations, the interest stimulated in the listeners, and participation in the class discussions.

How will you collect this evidence?

Video- or audio-tapes. (*Optional:* written stories.) The originals or copies of students' drawings or other visuals can be put into their portfolios.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

Folk Tales From Many Lands, continued

Instructor Comments and Reflections

This activity was a big hit among my students. Some put more effort into it than others. Some of the discussions were quite animated. The drawings/visuals appealed to visual learners. One student made elaborate Japanese-style story cards to accompany her story. She made colored chalk drawings on one side of each piece of poster board and wrote the text on the other side. She later used them to tell her story to a local pre-school group.

I hadn't taped my students before this activity. It was an eye-opener for some to hear themselves speaking English. Future tapes could be compared with these to help students see their progress. These can also be kept in portfolios.

ESOL Listserv Comments about Student Learning Activity "Folktales from Many Lands" from Heather Nicely, teacher, Kingsport City Schools Adult ESOL Program:

The only comment I might make is that I would encourage students to TELL stories, not read them during their presentations. To give them the confidence that this can be done, you could have practice sessions ahead of this activity in which you give students copies of very short stories (such as those on the Hodja story cards) [Story Cards are available from Pro Lingua (800-366-4775)] which they read, study and ask the teacher questions until they fully understand. Then, the cards/story texts are taken away from the students and they find a partner (or are assigned one) to tell their story to. Change partners a few times in the course of this activity to give additional practice. The students (and sometimes their teacher!) are amazed at how well they can do this without the "prop" of written text.

Stories and their telling are wonderful ways to practice English, as well as being able to share cross-culturally.

1 → 6

MULTI-LEVEL

International Potluck Dinner

This activity will involve several sessions of learning about U.S. measurements, reading and writing recipes and discussing foods, all culminating in a potluck dinner, which can be scheduled for a holiday or end-of-school-year party.

Length of Activity: This could take **3-4 sessions, up to many more class sessions,** depending on how much you decide to do with it.

What will students do?

- Compare U.S. and metric measurements, analyze U.S. equivalencies (i.e. 4 cups = 1 quart), and identify abbreviations for measurements.
- Read and analyze recipes for a variety of dishes.
- Beginning students can learn names of foods, cooking utensils, and basic cooking verbs (chop, boil, bake, etc.), and identify actual foods or pictures of foods.
- Discuss similarities/differences in American foods and foods from their native countries.
- Write one or more recipes for a favorite dish(es) from the student's native country. Explain preparation to the class, and demonstrate, if practical.
- Prepare and bring this dish to the potluck dinner. Taste and appreciate, if not enjoy! Foods from many lands.

What will teachers do?

- Provide students with copies of a table of weights and measurements, such as the one from *The Basic Picture Dictionary* (Delta Systems Co., Inc.), Appendix C.
- Bring measuring cups, spoons, quart and gallon containers to class.
- Bring actual cooking utensils, or use pictures from *The Basic or New Oxford Picture Dictionary.*
- Provide a variety of recipes and cookbooks for students to look at and discuss.
- Bring actual foods and/or pictures of foods cut from magazines for students to identify.
- If time and money allow, bring an occasional prepared dish to class for students to taste, along with its recipe.
- Guide class discussions.
- Assist students in writing and re-writing their recipes.
- Compile recipes into a class cookbook.
- Bring a typical American dish to the potluck dinner.
- Enjoy tasting foods from other countries and know that food is an important part of culture.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education

International Potluck Dinner, continued

Activities used to implement this learning plan.

There is so much you can do with this type of activity. Advanced students could type (word process) the recipes on the computer and compile the cookbooks. You could teach nutrition and portion sizes. The health department has colorful pamphlets available on the Food Guide Pyramid. The nutritionist there or the extension office home economist could talk to the class about nutrition or demonstrate preparing healthy foods.

In addition to bringing fruits, vegetables, etc. for identification, you and/or students could bring packages of foods that require preparation (cake mix, instant pudding, macaroni and cheese, etc.) and practice reading the instructions, teaching any new vocabulary words.

You could use teacher-made flash cards to review vocabulary, with the food picture on one side and the word on the other.

You could teach the imperative (command) form using food preparation verbs.

You could use the T.P.R. (Total Physical Response) method for this with beginning students.

You could make word searches or crossword puzzles using new vocabulary (www.puzzlemaker.com).

What evidence will you look for to know that learners are developing this learning skill?

Written recipes, class cookbook, participation in class discussion, presentations/food preparation demonstration, participation in potluck dinner, completed vocabulary puzzles.

How will you collect this evidence?

Copies of students' recipes or the class cookbook can be put into their portfolios.

Instructor Comments and Reflections

One of the activities my students enjoyed the most, besides the actual dinner, was the local extension office home economist's food preparation demonstrations. (We are fortunate to have a self-contained, portable kitchen demonstration unit at the Adult Learning Center.) She made omelets on one occasion and broccoli-cheese soup on another. Everybody got to practice making omelets and help make the soup. Getting the recipes from our class cookbook included in the *Tennessee Literacy Coalition* cookbook, and the students' names in the local newspaper about it, was an unexpected bonus.

MULTI-LEVEL

New Year's Day

Length of Activity: about 2 hours

What will students do?

- Read information about New Year celebrations.
- Interact with each other and teacher using vocabulary learned from reading.
- Share elements of their cultures' observances of the new year.
- Use writing, listening, and speaking in addition to reading in the language acquisition process.

What will teachers do?

- Form cooperative groups.
- Respond to questions.
- Guide students in acquiring needed information for class discussion.
- Provide direct instruction on idioms at conclusion of lesson.

Activities used to implement this learning plan.

1. At beginning of class session, teacher will step in front of the semi-circle of students and "sign" (using Sign Language, instructions for signing at end of this plan) Happy New Year. Repeat the sign several times, then get students to try forming it. After they can do it, let them know what they have been saying.
2. From each language group represented among your students, elicit how Happy New Year is said in their language. Put on the board. (This is good opportunity for the students to practice spelling aloud to you!) Repeat expressions together. (Beginners can participate in this exercise with more advanced students.)
3. Form groups of 3-4 students each, mixed level and mixed background. Distribute information about New Year's from *Holiday in the USA* (Scott-Foresman) and from *ESL Teacher's Holiday Activity Kit* (The Center for Applied Research in Education) to appropriate level students. Distribute team-learning question sheet on New Year's Eve and New Year's Day. Students read and discuss together to find responses to questions.
4. Distribute information on Chinese New Year with multiple copies of the pictures of the animals. Students are to determine which animal sign they each are and what qualities they have. During class discussion of the questions and Chinese New Year signs, students can talk about their own signs and those of their teammates.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

5. Since the Chinese Zodiac uses animals, this is a good time to introduce how languages represent the sounds that animals make. Distribute the sheet: "Sounds Like a _______" and model the sounds listed on the chart. Allow students to guess what animal sound is being represented by the words. After students go through the English sounds, elicit how such sounds are represented in their languages.
6. Prepare a sheet with the following questions. Let students jot down notes about their responses, then discuss as a class.

a. Was last year good or bad for you?
b. What was one good thing about last year?
c. What was one bad thing about last year?
d. What is one thing you want to do in the new year?
e. What are three things you want to do in the new year?

What evidence will you look for to know that learners are developing this learning skill?

- Participation in discussion.
- Written and oral responses to questions on New Year celebration.

How will you collect this evidence?

- Teacher observation.
- Teacher checking of written responses to questions during discussion of New Year.

New Year's Day, continued

Related Activity

1. Teacher can present and students repeat and discuss the sections from *Everyday for Everyday Activities* (Delta Systems Co., Inc.) on:
   —Going to a birthday party, pg. 76
   —Going to a dinner party, pg. 77
   This also provides an opportunity to share customs relating to entertainment, particularly the American sense of time (on time, in time at ___ time) and the importance of arrival time at social events.
2. To conclude lesson, teacher can lead discussion of the following idioms. Put idioms on board before or as they are discussed:
   a clean slate – begin anew
   turn over a new leaf – start fresh
   different strokes for different folks – different things are good for different people
   give it my best shot – I'll try my hardest to succeed

Party expressions:
dressed to the nines/teeth/to kill – very dressed up, very fancy
knock someone's socks off – really surprise someone
keep someone in stitches – really entertain someone, make someone laugh a lot
kick up one's heels – have a very good time

1 → 6

MULTI-LEVEL

Columbus Day/Traveling

Length of Activity: a 3-hour session (with some condensation), or could be used for **two shorter (e.g., 2-hour) sessions.**

What will students do?

- Be exposed to vocabulary concerning traveling and history.
- Read information about Columbus and the discovery of America.
- Interact with each other and the teacher using the vocabulary and information about the topic.

What will teachers do?

- Guide exposure to the vocabulary using the texts noted in the list of activities.
- Respond to questions.
- Establish groups/pairs for class work.
- Provide direct instruction on idioms.

Activities used to implement this learning plan.

1. On the classroom board, before class begins, write the poem below for discussion:

   "In fourteen hundred ninety two
   Columbus sailed the ocean blue
   Mighty strong and brave was he
   As he sailed across the sea."

   Students can repeat the poem chorally after the teacher, then ask questions about vocabulary (or teacher can go over poem line by line, eliciting responses on meaning from the students.)
2. Provide copies of "The Discovery of America" (from *ESL Teacher's Holiday Activity Kit* by E. Claire, The Center for Applied Research in Education) for all students. Read chorally, or allow students to take turns reading aloud. Then, give copies of other Columbus information ("Christopher Columbus" from *ESL Teacher's Holiday Activity Kit*, "Columbus Day" from *Holidays in the USA*, Scott-Foresman, and "The First Americans" from *Yesterday and Today in the USA* by A. Live) to students depending on their level, plus a copy of the questions on Columbus. Put students into small groups and mix the levels of students in each group. Their task is to discover the answers to the questions, using the materials that the group has. After the groups complete the question sheets, the whole class can share responses, guided by the teacher.
3. As a whole class, teacher can introduce the idea of travel, since Columbus traveled around the world himself. *Using English for Everyday Activities* (Delta Systems Co., Inc.) go over the following sections concerning

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✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

Columbus Day/Traveling, continued

travel by having students repeat each sentence or phrase after you and discussing any additional vocabulary:
page 22, Car – Starting Our   page 23, Car – Operating
page 24-24 – Driving Along   page 27 – Taking a taxi
page 28 – Walking Somewhere

4. Using the "Travel" page(s) of *Oxford Picture Dictionary*, students will do level appropriate exercises (*Beginning Workbook*, p. 73 & 74; *Intermediate Workbook*, p. 66 & 67, 71 & 72) on vocabulary of travel, working in pairs.
5. Using the exercise "Talk About It" (from *Holidays in the USA*, Scott-Foresman, p. 104 and 105) students work in pairs to generate responses to the questions about travel. In sharing with the whole class, each member of the pair will tell about his/her partner's trip.
6. Give a dictation exercise using one of the 55-word stories from *The World's Shortest Stories*. (Story on page 111 or 160 works well for this topic.)
7. Idioms for topic on travel:
   It's a "fur" piece. – It's a long way.
   driving me crazy – irritates me, makes me crazy
   neither here not there – not important
   in time/on time – with enough time/at the exact time
   by _______- not later than __________

Use of IN/OUT OF to indicate transportation in vehicle holding 5-6 persons (car, boat, private plane, taxi). Use of ON/OFF to indicate transportation in vehicle holding one or a large number of people (ship, plane, train, bus, horse, bicycle).

What evidence will you look for to know that learners are developing this learning skill?

- Completion of written exercises.
- Oral responses to questions/sharing with class.
- Oral communication of information used and learned in small groups about Columbus.
- Student response to exercise on this topic at beginning of next class (from *Intermediate Workbook on Oxford Picture Dictionary* do page 39; pass out exercise and copies of dictionary for students to use).
- Ability to at least attempt to write the dictation exercise.

How will you collect this evidence?

- Teacher observation.
- Listening by teacher to reports from pair exercises and small group activities.
- Looking at/correcting workbook exercises and dictation.

Columbus Day/Traveling, continued

The Discovery of America

1. Over twenty thousand years ago, people from Asia discovered America.
2. They were hunters. They were looking for animals to hunt for food. They walked over land from Siberia into Alaska.
3. There were many animals in North America. The newcomers stayed, and more people came. They spread over the two continents.
4. After thousands of years, there were many different groups of people living in North and South America. They spoke different languages and had different ways of living.
5. Today, we call these people Native Americans.
6. Some of these Native Americans hunted animals and ate wild plants. Other Native Americans became farmers. In Mexico and South America, Native Americans built cities and great civilizations.
7. For thousands of years, the people in Europe did not know about America.
8. In the year 600 A.D., Irish sailors sailed to America. They did not stay, and they did not bring others with them.
9. Bjarni Herjolfsson (Byarnee Heriulfson) was a Viking. He sailed to the coast of America. He did not land. He told stories about the land he saw. This was in 986 A.D.
10. Leif Ericksson (Leef Eriksin), a Viking, heard the stories. He came to America a few years later. He called the land Vinland. The Vikings stayed in America for a short time.
11. In 1492, Christopher Columbus came to America. He was Italian, but he was sailing in Spanish ships. He was looking for a way to go to Asia.
12. Columbus made four trips to America. He brought many people after him. But Christopher Columbus did not know that he had discovered a new continent.

Christopher Columbus

1. Christopher Columbus was born in Genoa, Italy in 1451. He loved the sea. He became a sailor when he was fifteen years old.
2. After many years and many travels, Columbus became an excellent sea captain. He had many maps that showed that the earth was round. The maps showed that it was possible to sail west to get to the East.
3. Columbus's maps showed that Japan was across the Atlantic Ocean, 2,700 miles away. Columbus did not know that his maps were wrong. Japan is really 12,200 miles to the west! And North and South America are in the way.
4. Columbus asked King Henry of Portugal for ships and sailors to discover the way to China and Japan. King Henry said no.
5. Then Columbus went to Spain and asked Queen Isabella and King Ferdinand. There was a war in Spain. "Wait until the war is over," Queen Isabella said.
6. Columbus had to wait many years. The war was over, at last, in 1492. Then Queen Isabella said yes.
7. The city of Palos gave Columbus three ships: the Nina, the Pinta, and the Santa Maria. Queen Isabella gave Columbus money and ninety sailors.
8. The three little ships sailed from Palos on August 3. First they stopped at the Canary Islands for more food and water. They left the Canaries on September 6.
9. The weather was good and the trip was easy. Columbus promised the sailors that they would all become rich. At first the sailors were excited. But day after day passed and they did not see land. The sailors became afraid.
10. After four weeks the sailors wanted to go back. They thought they would die if they didn't turn around.
11. Columbus said, "If we don't find land in three days, we will go back." He offered a prize to the first man to see land. Two times someone shouted, "Land!" but it was a mistake.
12. At last, they saw some birds. They followed the birds. On the thirty-fifth day, two hours after midnight, a sailor on the Pinta shouted, "Land!" He could see land by the light of the moon.
13. That morning, October 12, all the men went ashore. They were very happy to be on land. They kissed the sand on the beach.
14. The people who lived on the island were the Arawak. They called their island Guahanal.
15. The Arawaks came to see the large ships and the sailors. They were amazed at the sailors' strange clothes. They were amazed at the beards on the sailors' faces.
16. The Arawaks thought the ships and the men had sailed down from the sky. They brought the sailors presents, food, and parrots.
17. Columbus and his men gave presents to the Arawaks, too. He tried to ask them if this was part of Japan. They

Columbus Day/Traveling, continued

could only use sign language. Columbus thought that he was in the Indies. He called the people Indians.

18. Columbus named the island San Salvador. He claimed San Salvador for the King and Queen of Spain. He did not ask the Arawaks if they would like to belong to Spain.
19. Columbus sailed to other islands. He left forty sailors on the island of Hispaniola. He returned home to Spain with just two ships. He took home many things to show Queen Isabella. He brought parrots, pearls, gold, and six "Indians."
20. When the two little ships returned, the people in Spain were very, very excited. As the ships came into the port of Palos, cannons thundered, church bells clanged, and people cheered.
21. Queen Isabella made Columbus the ruler of the lands he discovered. She was very happy with his discoveries.
22. Many sailors wanted to go with Columbus on his next trip. They thought they would find gold and become rich. The next year Columbus sailed again. This time he had seventeen ships and fifteen hundred men.
23. He sailed to other islands, and to Honduras, the coast of Florida, Venezuela, and Panama.
24. The men who went with him did not find a lot of gold. They were disappointed. Some of them said Columbus was a cruel leader. They sent him to jail in Spain.
25. Isabella freed Columbus, and he went back to Hispaniola. He lived there for ten years. He was rich, but he was not healthy. He went back to Spain where he died in 1506.
26. Americans remember Columbus in many ways. Places are named for him, such as the District of Columbia; Columbus, Ohio; and Columbia, South Carolina. Columbia is a nickname for the United States in several songs. Columbia University is named for Columbus. Hundreds of schools are named for him. There is a famous statue of Columbus at Columbus Circle in New York.
27. Americans celebrate Columbus Day with parades, parties, and good times. The year 1992 was the five hundredth anniversary of Columbus's discovery of America.

Columbus Day

Americans remember Christopher Columbus on Columbus Day. Christopher Columbus was born in 1451 in Italy. He lived in Genoa, a city by the sea. He loved the sea and learned to sail.

In the fifteenth century, Europeans wanted gold and spices from Asia. The trip by land to Asia was very long and difficult. Christopher Columbus wanted to find a faster way to Asia. He wanted to sail west from Spain.

He asked the king and queen of Spain for help. They gave him money for the trip. Columbus bought three ships—the Nina, the Pinta, and the Santa Maria. In August 1492, Columbus and 83 men left Spain to find Asia.

They sailed for many difficult weeks. On October 12, the men saw land. Columbus thought it was Asia, but he was wrong. The land was the Bahamas, a group of islands. Columbus found a "New World." He made four trips to the New World before he died.

Columbus died a poor man. He wasn't famous. But Americans remember him each year on Columbus Day. The first Columbus Day celebration was in New York City in 1792. Now Americans celebrate Columbus Day on the second Monday in October. It is a legal holiday in many states. Most people do not go to work or school. There are Columbus Day parades. Many stores have big sales.

Christopher Columbus was not the first European to come to the New World. About 500 years before Columbus, Leif Ericson sailed form Norway to Canada. He found the New World of North America. In 1964, President Lyndon Johnson named October 9 Leif Ericson Day. So in October, Americans remember two important men, Christopher Columbus and Leif Ericson.

1 → 6

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

MULTI-LEVEL

Halloween

Length of Activity: 2-hour class session (without storytelling session)

What will students do?

- Be exposed to vocabulary about Halloween.
- Read information about Halloween.
- Discuss information learned about Halloween.
- interact with the teacher and with each other using vocabulary and information learned.

What will teachers do?

- Guide exposure to the vocabulary about Halloween.
- Respond to questions.
- Establish groups for class work.
- Guide hands-on project.
- Provide direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.

- As a whole class, address the question: What do you know about Halloween? Elicit whatever information class already knows. Pictures of Halloween items can be shared at this time, so that the students may review or add to their list of terms.
- Form groups of mixed levels, pass out the question sheets and information sheets according to the language level of the students. The longer article, adapted from *Celebrations* by R.J. Myers, can be used for high intermediate to advanced learners; the shorter article on Halloween from *Holidays in the U.S.A.* by Porter, Minicz & Cross (Scott-Foresman) can be used with advanced beginners through low intermediate students.
- Working together, students generate responses to the questions, using the information from the different articles. Students should share information because it is possible that each article may not contain all the answers they need.
- As a whole class, go over the responses to the questions. Each group can take turns responding with the information from their reading and discussion. Pictures of Halloween items can be used during this discussion to reinforce the vocabulary they are working with.
- As a whole class, student will participate in the hands-on activity of creating a jack-o-lantern from *Hands On English* (New Readers Press). Teacher needs to provide: one pumpkin, a sharp knife, a large spoon, newspapers, trash bag and tie, black marker pen, small flashlight, votive candle, slips of paper.

Halloween, continued

- Prior to class, teacher will type the following list and cut into individual strips. Place into envelope with a picture of jack-o-lantern on it (for reference!) and the above list of needed items with which to do the project.
  1. Cover the table with newspaper.
  2. Pick up the knife and cut a circle around the stem of the pumpkin. Take off the lid.
  3. Pick up the spoon and scrape out the inside of the pumpkin.
  4. Pick up the marker and draw two eyes on the pumpkin.
  5. Pick up the marker and draw a triangle nose on the pumpkin.
  6. Pick up the marker and draw a big mouth on the pumpkin.
  7. Pick up the knife and cut out the eyes.
  8. Pick up the knife and cut out the nose.
  9. Pick up the knife and cut out the mouth.
  10. Pick up the spoon and scrape out the pumpkin again until it is very clean inside.
  11. Clean up and throw away the mess.
  12. Pick up the flashlight, turn it on and put it inside the pumpkin.

(Then, the teacher turns out the classroom lights so the class can admire their handiwork.)

- Teacher will pass out the slips of paper and each student will write his/her name on the slip of paper. They will all be collected, placed into a container and then a drawing will be held to find out which student will take home the jack-o-lantern. Before taking it home, teacher will take flashlight and give a tealight candle to the student to use on Halloween inside the jack-o-lantern.
- Teacher and/or students can then read or tell favorite ghost or Halloween stories.
- *Using Holidays in the U.S.A.* by Porter, Minicz, & Cross (Scott-Foresman), students can follow the words to the song "Skeleton Bones" by using the accompanying tape or the lead of the teacher. After going through the song a time or two, students can stand up and indicate each part of the body as the song tells of them, pointing or touching their "foot bone, ankle bone, leg bone," etc.
- Following the introduction/review of body part names via the skeleton song, students will use appropriate level pages of the *Oxford Picture Dictionary Workbook* to reinforce this vocabulary.

  Beginning – pages 4-5
  Intermediate – pages 3-4

Halloween, continued

- To conclude the lesson, teacher will lead discussion of following idioms which are written on the board. Students can take notes as the idioms are discussed and defined.

  scared to death – very scared, frightened
  drives me batty – makes me crazy, annoyed
  play tricks on – do jokes on
  skeleton in the closet – have a secret one doesn't want to share
  give up the ghost – die
  ghost of a chance – very little chance
  work yourself to death – work very hard

Comments

When assigning "jobs" during the pumpkin carving, don't worry too much about which level students get which jobs; they will assist each other in knowing what to do next.

What evidence will you look for to know that learners are developing this learning skill?

- Oral responses to questions.
- Oral communication of information used and learned in small groups.
- Written responses to questions about Halloween and body parts vocabulary.
- Participation in hands-on activity.

How will you collect this evidence?

- Teacher observation.
- Listening by teacher during group activities and whole class sharing.
- Looking at/correcting written exercises.

Halloween, continued

Halloween

The word Halloween was formed from Hallow's Evening, which is the day before All Saints' Day, celebrated on November first. Sounds in the two words blended into one shorter, easier word. Halloween had its origins in religious observances connected with the New Year; most of the customs come from ancient traditions of both pagan and Christian religions.

For Celtic tribes in Wales, Ireland, Highlands of Scotland and Brittany who followed the Druid religion, November first was New Year's Day. It was also their joint festival honoring the Sun God and Samhain, the Lord of the Dead. This time of year was selected for this festival because it marked the return of cattle to the barns for the winter, just as the feast of Beltane on May first marked the time when cattle were turned out to pasture at the beginning of the summer.

For many cultures, New Year festivals were a time when the dead returned to the living world to mix with the living. The Celtic people believed that the sinful souls of those who had died during the year were relegated to the bodies of animals. Only through gifts and sacrifice could these souls be freed of their sins and be able to go to Heaven. Samhain, Lord of the Dead, judged these souls and decided how their existence would continue, whether in the body of an animal or a human being. A common sacrifice was of horses because they were sacred to the Sun God. Even humans were sacrificed, often by being burned. By the Middle Ages, human sacrifice was not as common, replaced by burning black cats instead (black cats were thought to be "familiars" or friends of witches.)

Fire was a significant part of Celtic rituals for New Year's. Old fires were allowed to go out and new ones kindled during the New Year's celebrations. Fires were thought to rejuvenate the sun and to aid in banishing evil spirits. Fire rituals were also used to predict the future. In North Wales, for example, every family built a large bonfire near the house on Halloween. As the fire died down, each family member would throw in a white stone, marked for later identification. They would say prayers and walk around the fire before bedtime. In the morning, if any stone was missing from the ashes of the fire, it was believed that the owner of the stone would not live until the next Halloween. Fire was also believed to be an effective weapon against witches and other evil spirits, who were said to fear the power of the fire. So, fire was used to purify an area and safeguard it from bad spirits.

In the eighth century, when the Pope moved the observance of All Hallows, or All Saints' Day to November first, Halloween began to have a connection with Christianity. All Saints' Day was in honor of all saints who had died with or without official church recognition of the sainthood and was a religious holiday. The evening before this observance, All Hallows' E'en, however, became known as a time favored by witches and sorcerers.

Halloween came to America after the first two hundred years of its settlement with the Irish, who arrived in great numbers in the 1840's. From that time until the present, though, the association of Halloween with All Saints' Day has become less and less important, until it has developed almost entirely into a holiday for children, a fun-filled occasion.

Some of the present day Halloween customs, however, have their roots in long-ago customs. Dressing in costumes and going door to door begging for treats has its roots in the pagan New Year's celebrations. In those days, costumed villagers representing the souls of the dead paraded through towns to lead the ghosts away. (The people thought if they dressed in costumes that the ghosts would not recognize them!) When Christianity became more widespread, the church wanted to give a more religious meaning to the customs, so the people parading in costumes on Halloween would offer to fast for departed souls, or would represent patron saints of the local churches. Playing "tricks" comes from the pagan belief that on the night before Halloween, ghosts and fairies roamed the countryside doing very mischievous things, such as turning the milk sour or riding people's horses until they were exhausted. Even apples and nuts have a connection to the old customs. Apples honored the Roman goddess of fruits, Pomona, and nuts were part of the harvest. Both were used to tell fortunes. A young woman would peel an apple in one continuous strip and then throw the strip over her shoulder. Whatever shape it took when it fell was the initial of her lover. Nuts representing lovers were thrown into the fire. If they burned slowly and steadily, they represented a faithful lover; if they exploded, that was the sign of an unfaithful lover.

Apples have also been used for games during the Halloween celebration. "Bobbing" for apples in a tub of water and trying to bite an apple hanging from a string both began in Great Britain. A more risky game was done by

Halloween, continued

putting an apple on one end of a stick and a lighted candle on the other. The stick was then suspended and turned. The player had to try to bite the apple and avoid the candle!

Witches and goblins spirits and ghosts—they are all part of the present day Halloween observances. Their roots, however, lie deep in the past, in a pre-Christian time, when the world seemed even more mysterious and unpredictable. This holiday, like many others, connects us not only to present customs, but to ancient ones as well. (*Adapted from CELEBRATIONS by Robert J. Myers, 1972.*)

Halloween

October 31 is Halloween. Halloween is not a national holiday, so people go to work. Children go to school. Halloween is a day to dress up and have fun. Children wear many different costumes. Some dress up as witches or ghosts. Other children wear animal costumes. Some dress up as TV characters. Parents make costumes for their children or buy costumes in stores.

Young children wear their costumes to school for class parties. After school, children go from house to house in their neighborhoods. Parents usually go with them. The children ring doorbells and say, "Trick or treat!" The treat is candy, fruit, or money. Children trick-or-treating usually carry a bag to hold their treats.

Some adults like to dress and go to Halloween parties too, but adults don't go from house to house to ask for candy!

Halloween means "holy evening." Halloween is the day before a religious day, All Saints' Day. On All Saints' Day, Christians remember dead family and friends. They go to church and to the cemetery.

Many years ago, people in Great Britain were afraid the night before All Saints' Day. They were afraid of bad spirits from dead people. They wanted to scare away the dead spirits, so they painted their faces. They wore their clothes inside out. They cut scary faces in pumpkins and put candles inside. Immigrants from Great Britain brought these Halloween customs to the United States.

Today people are not afraid on Halloween. Halloween is just for fun. People decorate their homes with witches, ghosts, and skeletons. They put scary pumpkins outside their houses. When Halloween is over, children are sad. They look forward to next year and a new costume. Only 364 days until next Halloween!

Lets Sing

On Halloween, many people decorate their stores and houses with pictures of skeletons. This is an old American folk song about skeleton bones.

Skeleton Bones

With the toe bone connected to the foot bone,
And the foot bone connected to the ankle bone,
And the ankle bone connected to the leg bone,
Oh goodness, they scare!

Oh those bones, oh those bones, oh those skeleton bones,
Oh those bones, oh those bones, oh those skeleton bones,
Oh those bones, oh those bones, oh those skeleton bones,
Oh goodness, they scare!

With the finger bone connected to the hand bone,
And the hand bone connected to the elbow bone,
And the elbow bone connected to the shoulder bone,
Oh goodness, they scare!

Oh those bones, oh those bones, oh those skeleton bones,
Oh those bones, oh those bones, oh those skeleton bones,
Oh those bones, oh those bones, oh those skeleton bones,
Oh goodness, they scare!

With the hip bone connected to the back bone,
And the back bone connected to the neck bone,
And the neck bone connected to the head bone,
Oh goodness, they scare!

Team Learning Halloween ESL 10/91

1. What date is Halloween?
2. What do children do to celebrate Halloween?
3. How do adults celebrate Halloween?
4. What is the history of Halloween?
5. How is Halloween different now than it was in earlier times?
6. Make a list of all the things that are used now to decorate for Halloween.

MULTI-LEVEL

Weather and Seasons

1 → 6

Length of Activity: Could be used over more than one class session, depending on length of sessions. In a **three-hour session**, all the activities (except idiom lesson) were able to be covered, but it would depend on the level of the students and how much time was available.

What will students do?

- Be exposed to vocabulary about weather and seasons.
- Read information/stories relating to topic.
- Interact with each other and with teacher using vocabulary and information about the topic.

What will teachers do?

- Guide exposure to the vocabulary using the texts listed in the activities section.
- Respond to questions.
- Establish groups/pairs for class work.
- Do direct instruction on idioms which close out the lesson.

Activities used to implement this learning plan.

1. At the beginning of the session, the whole class will use page 25-26 of the *Oxford Picture Dictionary* (Delta Systems Co., Inc.). Beginning students will also use pages 62-63 of the Harcourt Brace *Picture Dictionary* (Steck-Vaughn) to learn the vocabulary of weather and seasons.
2. As individuals, students will do the appropriate written exercises from the *Oxford Picture Dictionary Workbooks*: Beginning, page 30; and Intermediate/Advanced, page 31. Teacher will guide and assist completion of these exercises; students may also assist each other.
3. In small groups established by the teacher, students will practice temperature conversion using 3X5 cards with thermometers on them of both Celsius and Fahrenheit measures. They will convert any temperatures given in C to F and any given in F to C. Each small group will be provided with another pair of 3X5 cards on which the conversion formulas are given. After the groups have completed their conversions, this information will be shared with the entire class by having representatives from each group show the work on the board.
4. Groups will then work together on the exercise on Word Building and Language Play concerning weather and seasons. Students will communicate with each other as they complete the lists of "Weather I Like" and "Weather I Don't Like."
5. Teacher will assign each group a season (winter, fall, spring, summer). Small groups will then discuss their season and answer the three ques-

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

Weather and Seasons, continued

tions in the exercise, Sharing Stories. Once all groups have completed the exercise, the information will be shared with the whole class by the students with the teacher facilitating the sharing.

6. In small groups, students will read folktales relating to weather and seasons. A different story will be available for each level, e.g.:
   —Beginning: "Sunny Day" from *Stories to Tell Our Children* by G. Weinstein-Shr
   —Intermediate: "Why the Sun Comes Up When Rooster Crows" from *How and Why Stories* by M. Hamilton & M. Weiss
   —Advanced: "Why the Monsoon Comes Each Year" from *Tales from Many Lands* by Anita Stern

   Volunteers from each group can then share the story with the entire class by telling the story, not reading it. Teacher can facilitate this by summarizing or addressing vocabulary which may be unfamiliar to the remainder of the class.
7. This lesson will be closed out by the teacher writing on board and then giving direct instruction (or eliciting responses from students) on the following weather/season idioms:
   under the weather – feeling a bit sick
   once in a blue moon – rarely
   be up in the air – undecided about something
   out of the blue – suddenly, unexpectedly
   clear the air – resolve something
   spring fever – feeling restless when spring comes
   it's raining cats and dogs – raining hard (This is a good one to have students share how their language describes very hard rain.)

What evidence will you look for to know that learners are developing this learning skill?

- Oral responses to questions.
- Oral communication of information used and learned in small groups.
- Ability to tell story after time to study it and ask questions about it.
- Correct computation/conversion of temperatures.
- Student response to new exercise related to this topic when they gather for next week's session. (While students are assembling, and exercise using information from previous week's session is given each student to do on his/her own. Exercise used for this lesson was a crossword puzzle on the season, fall.)

How will you collect this evidence?

- Teacher observation.
- Listening during class activities and whole class sharing.
- Looking at/correcting written exercises.

MULTI-LEVEL

Housework

1 → 6

Length of Activity: This lesson provides enough material for **two 2-hour sessions**, or for **one 3-hour class** with some deleting of activities.

What will students do?

- Be exposed to vocabulary about the house and how to take care of it.
- Read information about houses and housework.
- Interact with each other and with teacher using vocabulary and information about the topic.

What will teachers do?

- Guide exposure to the vocabulary using the texts listed in the Activities section of this Student Learning Plan.
- Respond to questions.
- Establish groups/pairs for class work and distribute activity manipulatives for group work.
- Provide direct instruction on idioms.

Activities used to implement this learning plan.

- Since the theme for this lesson is "Working Around the House," vocabulary needs to be introduced using the *Oxford Picture Dictionary* (page 38, Delta Systems Co., Inc.) and/or the house-related items from Steck-Vaughn's *Magnetic Way*.
- Students then individually do level appropriate exercises from *Oxford Picture Dictionary Workbooks*, i.e., page 50 from both the beginning and intermediate level books.
- Working as a whole class, students will then be introduced to the following from *English for Everyday Activities* (Delta Systems Co., Inc.)
  "Cleaning the House," pages 50-51
  "Doing Laundry," pages 48-49
- Teacher passes out books and students look, listen and repeat the sentences/phrases sequentially from each page. Discussion of the items follows and teacher addresses questions on the vocabulary from the students.
- This vocabulary can be further reinforced for beginning students by going over related words in the *Basic Oxford Picture Dictionary* and for intermediate students by doing Lesson 1.5 from *American Vocabulary Builder 2* (Delta Systems Co., Inc.).
- Form small groups (3-4 members in each) and give each group a room from the *Magnetic Way*. They are to discuss in their groups how to clean this room and review the names of items in the room. Then, each group

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
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✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
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16. Use Information and Communications Technology

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COUNTY/PROGRAM:
Kingsport City Schools Adult Education

Housework, continued

presents to the rest of the class what is in the room and how to clean it.

- Each small group then receives a large picture (I used pictures from *Double Action Picture Cards* – Addison-Wesley). Together, the groups are to write sentences about what needs to be done with or cleaned in the picture of that room. Sentences are put on the board and discussed.
- Class is concluded with teacher giving direct instruction in the related idioms. The phrases are put on the board and teacher elicits responses from students and guides discussion of possible meanings.
  Idioms:
  run out of – use up
  do the dishes – wash the dishes
  catch up on the laundry/housework – finish all needed work
  clean off/out/up: off – clear surface; *out* – clear container such as drawer, cupboard, closet; *up* – general cleaning
  get rid of – throw out
  worn out – too old to use, ready to dispose of
- Other closing activity can include working the Spring Cleaning puzzle from *Hands-On English* (Level A for lower level students and Level B for higher level students) and a dictation on Spring Cleaning from the same issue (Vol. 9, No. 6). (New Readers Press)

What evidence will you look for to know that learners are developing this learning skill?

- Completion of written exercises.
- Oral responses to questions.
- Oral communication of information used and learned in small groups.
- Student response to exercise on this topic done at the beginning of the next session of their ESOL adult class (crossword puzzle from HOE can be used for this purpose).
- Generation of sentences about housecleaning done in small groups.

How will you collect this evidence?

- Teacher observation.
- Listening by teacher during group activities and whole class sharing.
- Looking at/correcting written exercise.

MULTI-LEVEL

Addressing an Envelope

Length of Activity: 3-4 hours

What will students do?

- Learn vocabulary (address, return address, house number, street, city, state, zip code, glue, postage, lick, stamp, self-stick stamps).
- Learn abbreviations – Rd., St., Ave., Dr.
- Position of addresses on envelope.
- Address an envelope.

What will teachers do?

- Define vocabulary.
- Model writing the envelope. Resources: *Longman ESL Literacy Second Edition,* Unit 2, "Numbers" (Delta Systems Co., Inc.) and *Word by Word Picture Dictionary,* "The Post Office" page 75 (Pearson Education ESL).
- Check for understanding.

Activities used to implement this learning plan.

- *Activity opener:* Hold up an envelope and ask students what it is, how is it used, what do you write on it?
- On the board, illustrate addressing an envelope, point to different parts of the address and ask students which vocabulary word defines that part.
- Write the vocabulary words and abbreviations (Rd., Dr., etc.) on index cards and pass them out to the students. Have students say the word and then go to the board and write an example (zip code – 38501; Dr. – Drive)
- Have a few students come to the board and write their addresses in a rectangle. Have different students ask and answer questions using the vocabulary words from their envelopes. (What city does the friend live in?" "What street does she live on?")

What evidence will you look for to know that learners are developing this learning skill?

- Responses given in class discussions.
- Work they do by going to the board.
- Addressing an envelope.

How will you collect this evidence?

- Have students address an envelope to the teacher including return address.
- Observation of class participation.

Instructor comments and reflections:

This lesson went well among the students. I was surprised that many did not know the meaning of the words "glue" and "lick."

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

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COUNTY/PROGRAM:
Putman County Adult Education

MULTI-LEVEL

The Calendar and Dates

Length of Activity: 6-8 hours

What will students do?

- Recognize and name the days of the week and months of the year.
- Use a calendar.
- State the date.
- Describe weekly routine.
- Say and write the place and date of birth.
- Answer questions with "when" and "where."
- Learn Consonant sounds d and y.
- Write dates with abbreviations.
- Understand yesterday, today, tomorrow.

What will teachers do?

- Give instructions on the days of the week and months of the year.
- Teach how to abbreviate.
- Direct questions using when and where.
- Teach the consonant sounds d and y.

Activities used to implement this learning plan.

- Have students choose a card which has on it the name of a month (12 cards), read the card, and line up in the correct order of the months. The student then writes abbreviation of his/her month on the board (Dec. and 12). Do the same with days of the week.
- Make a calendar for the month. Put "yesterday, today, tomorrow" on the board. Have a student choose a date from the calendar, and he/she writes it on the board under one of the categories. Have other students complete the categories.
- Get in small groups. Have students ask and answer when and where they work, what they do on Saturday, Sunday, etc.
- On a sheet of paper, have students write where they were born and when. Have different students ask the questions to other students. Teacher checks sheets for accuracy.
- Have students practice writing d's and y's. Have the class brainstorm for d and y words. Put list on the board. Have students say the words and listen for correct sound.
- Use various worksheets to reinforce each activity.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putman County Adult Education

The Calendar and Dates, continued

What evidence will you look for to know that learners are developing this learning skill?

The interest in the listeners, participation in class discussions, observing the students as they complete written activities.

How will you collect this evidence?

Worksheets that are completed in class, group activities, coming to the board to fill in information, oral activities (dialogue).

Instructor Comments and Reflections

The students enjoyed the lesson. They gained confidence in this area.

Resources

- *Longman ESL Literacy Second Edition*
  Unit 4 – "The Calendar" (Delta Systems Co., Inc.)
- *English ASAP Literacy Level*
  Unit 4 – "Time Management" (Steck-Vaughn)
- *Word by Word Picture Dictionary*
  "The Calendar" page 33 (Pearson Education ESL)
- Teacher-made worksheets

1 → 6

MULTI-LEVEL

Money

Length of Activity: 6-8 hours

What will students do?

- Name U.S. coins and commonly used bills and identify their values.
- Read and write money amounts using symbols and the decimal point.
- Count money in order to determine total value.
- Determine equivalent money amounts.
- Figure the total cost of several items and compute correct change.

What will teachers do?

- Give instruction on the student objectives.
- Give assistance where needed.
- Check for understanding.

Activities used to implement this learning plan.

- Hold up and name the coins, including the half dollar, silver dollar, Susan B. Anthony silver dollar and Sacagawea gold dollar. Tell each coin's value. Help students identity the pictures on the coins.
- Students pass the coins around and compare them, describing the differences in color and size.
- Hold up the coins again and have students name coins and tell the value of each.
- Do the same with bills ($1, $5, $10, $20).
- After teaching and illustrating the $ sign, ¢ sign, and decimal point, give each an index card with a money amount written on it. Have students come to the board and write the amount with numbers, using $ sign, ¢ sign, and decimal point (one dollar and twenty cents, $1.20, or fifty dents, .50 – 50¢). Have students say the amount.
- Using the amount from the index cards and using play money, have students count the correct amount using the least amount of change.
- Have the class get into small groups. Using the amount on their index cards, total the value. The teacher will pay the total with a bill and the group is to figure the change by starting with the total and, selecting small denomination coins first, count up to the total amount paid.

What evidence will you look for to know that learners are developing this learning skill?

- Participation in class activities.
- Correctly write and speak amounts of money.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
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✓ 9. Cooperate With Others
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putman County Adult Education

Money, continued

- Correct answers to worksheets.
- Board work.

How will you collect this evidence?

- Worksheets.
- Possibly a post-test.

Instructor Comments and Reflections

The students learned valuable information from the lesson. I am amazed that there were several students who did not know the U.S. currency and the value. The two coins that students get confused with are the nickel and dime because of size vs. value.

Resources

- *Life School Consumer Economics*
  Clovis Adult School – Unit Money
- *Word by Word*
  Money Page 66 (Delta Systems Co., Inc.)
- *English ASAP Literacy Level*
  Page 77 (Steck-Vaughn)
- *Longman ESL Literacy Second Edition*
  Page 75 (Delta Systems Co., Inc.)

1 → 6

MULTI-LEVEL

The Telephone Book

Length of Activity: 6 hours

What will students do?

- Put words in alphabetical order.
- Use guide words to locate information in the white pages and the yellow pages.
- Find government listings.
- Find emergency numbers.
- Identify area codes.
- Learn how to use the operator.
- Learn and practice telephone dialogue.
- Listen and write phone numbers correctly.

What will teachers do?

- Supply students with local telephone books.
- Instruct and guide students on how to use the telephone books.
- Give assistance when needed.

Activities used to implement this learning plan.

- *Alphabetical order:* Put some words on the board that begin with different letters. Discuss A-B-C order and have students alphabetize the words. Do the same with a list of words that begin with the same letter. Alphabetize to the second letter.
- Using the telephone book, discuss the white pages and the yellow pages. Ask a student to find his/her phone number in the book. Tell class page number. Look at the last name, address, initials. Teach and discuss guide words. Do this with a few more students' phone numbers.
- Have students ask/answer questions from the page in the book. "What is ___ telephone number? What is her address?" Pick any name at random. Put some headings on the board— "Beauty, Restaurant, Day Care, etc." Locate a specific number under a heading and have students practice asking/answering questions from above, again.
- Have students name government offices they have dealt with or may deal with. Discuss where each would be listed. Instruct students on how to find city, county, state governments, and United States Government. Put a list of government listings on the board (library, health department, a local school, etc.) and have students locate them in the book.
- Discuss emergency listings. Have students name what numbers would be considered emergency (fire, police, poison control). Help students locate these numbers in telephone book.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putman County Adult Education

1 → 6

MULTI-LEVEL

Getting to Know You, A "First Class" Experience!

Length of Activity: Flexible **1 – 2 hours**, possibly divided into beginning and ending activities of a session that also includes a short, first text/grammar lesson in the middle portion of the session.

What will students do?

- Participate in mixer.
- Introduce self, others.
- Remember others' names, countries, other details and recite these.
- Use simple present of "to be," other verbs.

What will teachers do?

- Prepare a welcome, an optional mixer activity, optional refreshments.
- Prepare to tell students of self, interests, family, etc.
- Ask each student in turn to tell of self—prompting, assisting, allowing omission, etc. as seems fit.
- Remember students' names and something about each and demonstrate.
- Encourage students to do same.
- Ask "how many" questions.
- Say some form of "goodbye" and "come back" to each individual.

Activities used to implement this learning plan.

- I find that an informal beginning works best for me. I like to greet people at the door, encourage them to sit down, walk about introducing myself and others, chatting, encouraging others to do so. A simple mixer activity such as the following can be fun.
- Pin a picture of an object—a doll, a house, a car, etc.—on the back of some students. Pin the corresponding English word on the back of others. When two people "match up," they can become "partners" or, if you prefer, that can simply be the end—a sufficient point being just the fun of meeting a few of one's new classmates. (In a mixed-level group, one person's English usually compensates for the other's, people "help," it is all in fun and in that spirit, all works out.)
- Five or ten minutes into the hour, call the class into session. Introduce yourself as planned, and then ask each student in turn to introduce themselves, prompt them to tell something about themselves, "Are you married?" "What can you do?" etc. (Alternately, if students have a new partner, they can introduce their partner to the class.) Then…SURPRISE them; this is "wake-up" time. Pointing to one of the students, ask, "Who is this?" "Where is Alicia from?" or "How many children does Franco have?" This gets attentions: Suddenly, these "new" students are struggling to

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
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✓ 6. Use Mathematics in Problem Solving and Communication
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11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools
Adult Education

The Telephone Book, continued

- Have students make a personal emergency list. Include friends' and relatives' numbers.
- Write names of different states on index cards. Have students find the area code. Include states that have more than one area code. Have students ask/answer: "What is the area code of West Virginia? It is 304."
- Also, discuss 800 numbers.
- Discuss situations in which using the operator is necessary or a good idea. Practice dialogue for these types of calls, "I would like to make a collect call."
- Read some telephone numbers to the students and have them listen and write them.
- Discuss the idiom "Let your fingers do the walking."

What evidence will you look for to know that learners are developing this learning skill?

Participation in class discussion and activities, completing worksheets, questions and answers by students.

How will you collect this evidence?

Coming to the board, oral activities (dialogue), class participation, oral and written activities. Give students different individuals, businesses, or institutions; have them find the listing and then write it down.

Instructor Comments and Reflections

Immigrants are intimidated by the telephone. They have a difficult time speaking/listening on the phone. Students gained confidence because of this lesson.

Getting to Know You, continued

remember what they have just (half?) heard in English! In the process of asking about everyone, DON'T FORGET TO ASK ABOUT YOURSELF: "What's my name?" "What can I do?" etc

- Another activity that works well on the first night is a simple "Who remembers how many people in the room are from China?" "How many people told us they can cook?" etc. End this with, "How many men (or opposite of teacher's sex) are in the room?" Someone always quickly comes up with the right answer, "Seven." "Good. There are seven men. Now, how many women are in the room?" Virtually always, the students will forget to count you! Sometimes I think we teachers are considered to be a third sort of being. "Eight." "No." A recount. "Yes. Teacher, there are eight women." A few feminine (or masculine) gestures usually gets your point across – "Oh! Nine!" and every one has a good time with it, but I believe it also gets an important point of your shared adult humanity across to the students. (If you are going to build this activity around a text lesson, this is a good place to do it. Class rules and such can also be discussed here, but I find that there is time enough for these in the second session.)
- As the class is drawing to an end, have everyone stand. Attempt to name every individual, "You are Hong." Perhaps adding, "you're the one who likes to swim, " etc. whenever possible or as time allows. As you get each individual's name, have then sit down. If you don't, have them repeat their name and remain standing. Continue around and around the room again until everyone is seated. Another SURPRISE! Ask, "Does anyone think you can name everyone?" Congratulations are in order to anyone who can. Lead the applause!
- Wish the class well. Encourage them to come back. Be sure on this "night of nights" to wish, "Good night, Boris." "Be careful, Yvonne." Or just "'bye, now!"…and look in the eye even if you still can't remember a name.

What evidence will you look for to know that learners are developing this learning skill?

- They respond.
- They speak some English.
- They leave feeling good about themselves and the potential that they as an individual and this new class have.

How will you collect this evidence?

By listening and seeing their English and human responses.

Instructor Comments and Reflections

Treat your new students much as you would guests at any important social gathering on this first day.

1 → 6

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education

MULTI-LEVEL

Money, Money, Money

Length of Activity: one 3-hour class session

What will students do?

- Practice listening to and saying numbers in English.
- Read information about garage sales.
- Interact with teacher and each other using vocabulary presented on money and numbers.

What will teachers do?

- Model clear pronunciation of numbers in English.
- Provide direct instruction in writing of numbers in American.
- Form groups for cooperative learning.
- Provide direct instruction in related idioms at close of session.

Activities used to implement this learning plan.

- Practice pronunciation of numbers in English. Concentrate on the differences in pronunciation of the teens and tens (accent on the second syllable with teens; accent on the first syllable with tens). Numbers can be written on board and pointed to for practice, or flash cards can be used. After some oral/aural practice, give a list of numbers, one at a time, for students to write down. A volunteer student or two can also give such a list for the practice in listening to different voices and pronunciations.
- Teacher can then give direct instruction on the ways of writing numbers in the U.S. It should be explained that alternate methods for writing numbers are not erroneous, but can be confusing in this country. Regarding the writing of one's and seven's, emphasize that is probably true, "When in Rome..."
- Using a purchased game (from teacher supply store) play Money Bingo.
- Teacher forms mixed-level groups to work on the Garage Sale cooperative learning. Students read the article on "Garage Sales" (from *A Look at Life in the USA*). Student volunteers can read paragraphs; teacher addresses vocabulary questions. Then students use pages 50 and 51 in their groups and work together to produce responses to the questions. They decide together what prices to put on items as well. When complete, the teacher can go over responses with the whole class, giving an opportunity to compare the prices different groups have agreed upon, plus discuss the information contained in the advertisements for garage sales. (*Note:* Interesting things sometimes emerge from such discussions. One of the questions states: How many days is the garage sale at 4048 Camp-

Money, Money, Money, continued

bell Street? One of my students said: Thirty days. My question to him was: What made him come to that conclusion? He had interpreted 9-1 and 10-2 as dates not times, so his conclusion made sense.)

- As a whole class activity, teacher can dictate from page 52; students write on their own paper exactly what is read. Text can be written on board for students to check their work.
- Using *English for Everyday Activities* (Delta Systems Co., Inc.), as a whole class, the following texts can be used to present other useful money-related vocabulary items:
  Shopping for groceries, pages 62-63; *Paying for things*, pages 64-65; *Going to the bank*, page 66; *Using an ATM*, page 67.
- Teacher models; students repeat chorally. Special attention should be given to notes and items in blue-shaded areas of text.
- Teacher provides direct instruction in money-related idioms to conclude the lesson:
  pay through the nose – pay more than is needed, pay dearly
  in the money – feeling lucky, winning money
  short-change someone – cheat someone
  get something for a song – get a very good (low) price
  feel like a million dollars – feel very good about something
  money talks – people listen when money is involved
  money to burn – having lots of money
  made of money – having lots of money
  pocket money – money to spend
  money burning a hole in one's pocket – extra money possessed that one really wants to spend
  put your money where your mouth is – spend or give money for something one believes in

What evidence will you look for to know that learners are developing this learning skill?

- Oral responses to pronunciation practice.
- Winning at Money Bingo.
- Responses to questions/exercises on garage sales.
- Written response to dictation.

How will you collect this evidence?

- Teacher observation.
- Teacher reading of dictation exercises/responses to written questions.
- Teacher listening to pronunciation during practice of numbers in English.
- Teacher checking of lists of numbers made by students listening to spoken numbers.

Money, Money, Money, continued

Garage Sales

Many people in the United States have old things in their houses or apartments. They have old clothes, books, dishes, and furniture in their closets and basements.

In the spring, people usually clean their houses or apartments very well. They wash windows, floors, and walls. People also clean before they move to a different house or apartment. When they clean, they find many used things. People often give these things to needy families.

Sometimes people sell their old things. One way to sell old things is to have a garage sale. When a family has a garage sale, they take their car out of the garage. They put old clothes, furniture, and other used things in the garage. If a family doesn't have a garage, they can put the things to sell outside in their yard. Then they put a price on each thing.

Garage sales are great places to buy things for your house or apartment. You can find good used things at low prices. If you buy new things at a store, prices can be high. But if you buy used things at a garage sale, prices are usually low.

Prices are not always fixed at garage sales. You can usually bargain for a different price. If something costs ten dollars, you can offer five dollars. People usually pay cash at garage sales. They do not pay by check or credit card. There is no sales tax at garage sales.

Garage sales are usually on weekends. About a week before the sale, they make signs and put them around the neighborhood. Sometimes people put ads in the newspaper or put balloons in front of their house.

In some cities, people have to buy permits from the city for garage sales. Permits usually cost less than ten dollars. In some cities, families can have only one or two garage sales each year.

You can find good things at garage sales. Americans say, "One person's trash is another person's treasure."

Talk About It, Activity 1

With a small group, talk about these 12 things to sell at a garage sale. Decide together the prices of these things. Write the prices on the lines. Then share the prices with the class.

_____ six water glasses
_____ tape recorder
_____ woman's dress
_____ child's table with two chairs
_____ girl's bicycle
_____ frying pan
_____ lamp
_____ sofa
_____ bathroom rug
_____ four coffee mugs
_____ baby bed
_____ man's coat

Talk About It, Activity 2

When people have garage sales, they often put ads in the newspaper before the sale. With a partner, look at these newspaper ads. Read the questions below and write the answers.. Then share your answers with the class.

1. Where is the five-family garage sale?
2. Where is the yard sale?
3. Where can you buy a refrigerator/
4. Where can you buy a color TV?
5. What can you buy at 3111 Hill Street?
6. Where can you buy a sofa?
7. How many days is the garage sale at 4048 Campbell Street?
8. When is the garage sale on Meadow Lane?
9. Which garage sale would you go to? What would you buy?

MULTI-LEVEL

Telephone Bills

BEGINNING ESL LITERACY 1 → 6 HIGH ADVANCED ESL

Length of Activity: 4 hours

What will students do?

- Identify relative costs for different types of long distance calls and telephone service options.
- Locate and identify information and charges listed on a telephone bill.

What will teachers do?

- Supply students with telephone bills, telephone book.
- Instruct students on types of long distance calls and service options.
- Teach student how to identify information and charges listed on a telephone bill.
- Provide information from local telephone company about service options.

Activities used to implement this learning plan.

- Ask the students what time of day they make long distance calls.
- Discuss a.m. and p.m.
- Ask if they call during the week or on weekend, and how long they usually talk.
- Discuss long distance rates, dial direct, call in the evening, call at night, call on the weekend, and keep your calls short. Explain to the students how this reduces the cost of the telephone bill.
- Ask students if they have touch tone, private/party line, additional phones, call waiting, etc. Look at information from the local telephone company of service options and calculate different types of options.
- Have students bring in a telephone bill or teacher supplies students with old ones.
- Teach how to read a telephone bill. Discuss date, time, minutes, day/evening, weekend, etc., place and number called, charge. Look for the key for the telephone bill – ex., DN = day call, night rate. Have students find their shortest call and longest call and teacher asks questions about the calls, when, where, how long, etc.
- Have students locate the monthly service charge and the long distance charge. Explain these to students.
- Practice dialogs on situations such as: getting or receiving a wrong number, taking a message or giving someone a message.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
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9. Cooperate With Others
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Telephone Bills, continued

What evidence will you look for to know that learners are developing this learning skill?
Ability to follow directions, locate specific charges on the telephone bill, class discussions and activities, answer questions about long distance calls.

How will you collect this evidence?
Worksheets. Give students the same copy of a telephone bill and have them underline or circle specific questions about the bill; ex.: On Jan. 23, circle the place and number called; circle and write down what type of call – DD = direct dial, day rate.

Instructor Comments and Reflections
The students found the information in this lesson interesting and useful. This lesson answered a lot of questions for them.

MULTI-LEVEL

About Town

1 → 6

Introduction to the following ten Student Learning Plans

Study Unit Calendar

1. A Trip to McDonald's
2. Walk and Talk
3. How To
4. Shopping
5. A Visit to the Hair Salon
6. A Stop for Ice Cream
7. Window Panes
8. Picnic at the Park
9. Free Time at the Library
10. Visit to School – Navigating the Internet

The following set of ten related lessons (pages 220-236) requires students to learn about the various tasks and pleasures of living in an American community. It may be altered by choosing activities for a small town or one urban in complexity. Students will enjoy activities in the classroom and may find opportunity for field experiences if funding and transportation are available.

Students will gain experience by first listening, followed by speaking, reading and writing. Each set of plans includes tactile-kinesthetic activities to help students visualize American lifestyles as perceived through all learning modalities.

I sincerely hope that your students, too, enjoy their learning trip "About Town."

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

1 → 6

MULTI-LEVEL

A Trip to McDonald's (About Town)

Students in this lesson will take a trip to McDonald's and order breakfast.

Length of Activity: approximately 6 hours

What will students do?

Day 1 – Students will practice ordering several different meals, with students alternating between customer and clerk roles.

Day 2 – Students will travel to McDonald's where they will order meals, pay for orders, and eat in the restaurant.

Day 3 – Advanced students will write about their experiences. Lower level students will complete a lesson on food vocabulary and practice making change.

What will teachers do?

- The teacher will discuss food vocabulary:

  Scrambled eggs
  Orange juice
  Water
  Croissant
  Sausage
  Biscuits
  English muffin
  Hash browns
  Bacon
  Coffee
  Cheese
  Apple juice
  Pancakes
  Milk
  Syrup

- Discuss prices of individual items vs. prices of combination plates.
- Use menus to practice paying for one order – teacher directed.
- Eggs, biscuit, cheese, hash browns, coffee – locate items on menu and add up total price, pass out play money and make change for items with instructor.
- Use menu to price a combination plate.
- Locate the menu item called "McDonald's Biscuit Meal" which includes a biscuit, eggs, cheese, bacon, hash browns, coffee, and orange juice.
- Determine which meal is less expensive—entrée or combination plate.

What evidence will you look for to know that learners are developing this learning skill?

- Interaction between students and store personnel.
- Ability to make change.
- Use of vocabulary as students order.
- Social interaction as students enjoy breakfast.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

A Trip to McDonald's, continued

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.
- Written appraisal of experience.

Instructor Comments and Reflections

Students find this activity challenging and fun. It works well with multilevel classes since students can help one another. Students will encounter the problems of making themselves understood as they order in a community restaurant. Students need practice in community activities to gain confidence in use of language interaction.

1 → 6

MULTI-LEVEL

Walk and Talk (About Town)

Students in this set of lessons will learn the difference between regular and irregular verbs. This lesson assumes that plurals of verbs have already been taught and understood.

Length of Activity: approximately 4 hours

What will students do?

- Students will use the cheat sheets and their knowledge of the add "-ed" to form regular verbs. They will each be given halves of 10 sentences. Some will be subject halves, other predicate (verb) halves—some predicate halves will contain incorrect verb forms which may not be used to create correct sentences. Students are to mingle with other students to create complete sentences which have correct subject and verb pairs. The sentences should all be about visiting areas of the community.
- Students will write sentences talking about walking through their own community.

What will teachers do?

- Have students do actions like sit, stand, shout, blink to show the action in a sentence. (This action is called a verb.)
- Show a sentence strip with each verb underlined.

  The girls sit on the chairs.
  The girl sits on the chair.
  The boy stands up.
  The boys stand up.
  I shout when I am angry.
  She shouts when she is angry.
  I blink if the sun is bright.
  He blinks if the sun is bright.
- Tell students that verbs show time. Today they will study how verbs show actions that happened in the past. (The grammatical structure is called past tense.)

  —*Present information:* The rule is that many English verbs create past tense by ending in the letters "d" or "ed." "Move" for example ends in e, so "d" only is added. "Walk" has no "e" so both the "e" and the "d" are added. "Walk" in the past tense becomes "walked." (Show models on sentence strips or on an overhead projector or blackboard.) "Talk" becomes "talked" in the past tense form.

  —Students are provided large sheets of white paper and are asked to write as many English verbs as they know on the paper. They are then to add "d" or "ed" to each verb according to the rule above.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

Walk and Talk, continued

—Place all sheets on the walls around the classroom.

—The teacher will then draw big red circles around all the regular verbs correctly written.

—The teacher will note that some verbs give trouble because they are irregular; that is, they do not follow the rule for past tense verbs ending in "-ed." English has a number of other ways to form past tense irregular verbs. Tell the students they will probably have to memorize them.

—There are six groups which may help you to remember some of the common irregular verb forms. Past participle verbs require helping verbs like have, has or had so that the action started in the past, went on for a while, and ended in the past.

—The teacher needs to make cheat sheets for each of the following six groups of irregular verbs so that students can constantly refer to them.

1. Group one is the same for present, past and past participle:

burst, burst
hit, hit
let, let
set, set
cost, cost
hurt, hurt
put, put

2. Group two is different in the past, but the past participle is in the same form as the past:

bring, brought, have brought
buy, bought, have bought
catch, caught, have caught
feel, felt, have felt
find, found, have found
get, got, have got or gotten
hold, held, have held
keep, kept, have kept
lay, laid, have laid
lead, led, have led
leave, left, have left
lose, lost, have lost
make, made, have made
say, said, have said
sell, sold, have sold
send, sent, have sent
sit, sat, have sat
teach, taught, have taught
tell, told, have told
win, won, have won

3. Group three verbs are different in present and past, but the past participle adds (n) to the past tense:

break, broke, have broken
choose, chose, have chosen
freeze, froze, have frozen
speak, spoke, have spoken
steal, stole, have stolen

4. Group four forms the past participle by adding (n) to the present tense.

blow, blew, have blown
draw, drew, have drawn
drive, drove, have driven
give, gave, have given
grow, grew, have grown
know, knew, have known
rise, rose, have risen
see, saw, have seen
take, took, have taken
throw, threw, have thrown

Walk and Talk, continued

5. Group five verbs form the past and the past participle by changing a vowel.

begin, began, have begun
do, did, have done
ring, rang, have rung
shrink, shrank, have shrunk
sing, sang, have sung
sink, sank, have sunk
swim, swam, have swum

6. Group six forms the past and the past participle in various other ways.

come, came, have come
do, did, have done
eat, ate, have eaten
fall, fell, have fallen
go, went, have gone
lie, lay, have lain
ride, rode, have ridden
run, ran, have run
tear, tore, have torn
wear, wore, have worn
write, wrote, have written

What evidence will you look for to know that learners are developing this learning skill?

- Watch to see that students use cheat sheets.
- Discuss correct sentences with the entire group to see what thought processes students are developing to make choices.
- Correct sentences on the completed sentence strips.

How will you collect this evidence?

- Teacher observation.
- Students will be able to write a sentence containing a regular ending past tense verb.
- Students will be able to write sentences containing irregular ending past tense verbs.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multilevel classes since students may work on plural endings, or past tense regular endings, or past tense irregular endings, or mix the sentences. This lesson probably needs to be repeated weekly to develop confidence.

MULTI-LEVEL

How To (About Town)

1 → 6

Length of Activity: approximately 8 hours

What will students do?

Day 3-4 – Decide on a campus location and write directions telling others how to move from the classroom to the other location. Working in pairs, one student will read from directions to tell partner how to go to the new location. Reverse tasks. Discuss which specific directions were missing from the written directions in order to actually arrive at the appropriate location.

— Prepare speeches telling an audience how to perform a chosen task. They may teach crocheting, cutting down a tree, or changing a tire. Students will choose any topic to prepare a presentation for the class.

— Students will present speeches directing others "How to…"

What will teachers do?

Day 1 – The teacher will direct students, through precise oral instructions, to make peanut, banana, and marshmallow fluff sandwiches.

Day 2 – The teacher will hand out city maps and direct students to draw a path from one location to another. Example—from the Adult Learning Center to the Post Office. Students will choose one route and let student direct them in a walk to mail letters containing recipes from the ice cream unit (page 229).

What evidence will you look for to know that learners are developing this learning skill?

- Students can give a clear oral presentation—speech.
- Students will demonstrate the ability to read and write directions.
- Students will demonstrate the ability to use oral language to explain to others.

How will you collect this evidence?

- Teacher observation.
- Active listening to instructions.
- Students' attempts to complete tasks demonstrated.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multi-level classes since students can help one another. Students learn to use resources like maps. Students will gain confidence in interacting with others in giving and taking instruction.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

1 → 6

MULTI-LEVEL

Shopping (About Town)

Students will select a wardrobe utilizing different budgets, including the figuring of taxes and sale discounts.

Length of Activity: approximately 4 hours

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- ✓ 6. Use Mathematics in Problem Solving and Communication
- ✓ 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- 9. Cooperate With Others
- ✓ 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- ✓ 14. Reflect and Evaluate
- 15. Learn Through Research
- ✓ 16. Use Information and Communications Technology

Materials Needed for Lesson

Play money, clothing, catalogs, measuring tapes, calculators.

What will students do?

- Use catalogs to locate two business-appropriate wardrobes. One selection must be chosen to be completed for under $100. The second must cost between $125 and $175.
- Female students select a dress, skirt and blouse, sweater, shoes and hosiery.
- Male students select pants, shirt, tie, shoes.
- Figure out the tax as part of the purchase price. They may use sale items and figure the % discount.
- Need to use the size charts provided in catalogs to determine correct sizing.
- May shop online or from catalogs.

What will teachers do?

Day 1 – Teacher will discuss the importance of first impressions in dressing for a job.

— Discuss differences between business, evening, and casual wear.

— Provide a list of stores which offer various levels of quality and pricing.

What evidence will you look for to know that learners are developing this learning skill?

- Interesting and appropriate clothing choices.
- A correctly itemized bill of sale.
- Tax and discounts figured correctly.
- Adhered to cost guidelines.

How will you collect this evidence?

- Teacher observation.
- Check math.
- Analyze choices of clothing.

Instructor Comments and Reflections

Students find the activity challenging and fun. Essential math skills are practiced. Lower level will practice vocabulary and will utilize teacher-guided wardrobe selection. Knowing appropriate business, casual, and evening wear will help students make wise choices in clothing purchases.

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

MULTI-LEVEL

A Visit to the Hair Salon (About Town)

1 → 6

Students will learn how to make an appointment at the hair salon for a hair cut, hair coloring or permanent. They will also keep the appointment, real or imagined, and learn about tipping and paying for the service.

Length of Activity: approximately 2 hours

Materials Needed for Lesson

- Magazines or books with pictures of different hairstyles.
- Vocabulary lists to be handed out to the students. Charge books and play money.

What will students do?

- Work in groups of two, guiding and influencing each other to choose a style that is flattering to them.
- Role-play the part of client ordering services or consultant offering advice.
- Consultants will write charge tickets and clients will pay for services including tip.

What will teachers do?

- Open lesson by demonstrating hair color and styles to explore new vocabulary.

  Hair Salon Terms:

  blonde brown black brunette red auburn
  frosted styles short long curly straight
  medium wavy shampoo set blow dry shave
  manicure hair cut bad hair day bangs buzz cut
  roots are showing
- Assign students to work in pairs to decide on a new style or color for their partner. Look through magazines.
- Work with students as they work in pairs, one acting as shopkeeper, the other acting as a client ordering hair care. Have students reverse roles.
- Teach tipping practices.

What evidence will you look for to know that learners are developing this learning skill?

- Student interaction as choosing a new hairstyle progresses.
- Use of new vocabulary.
- Correct payment.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
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16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

A Visit to the Hair Salon, continued

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.

Instructor Comments and Reflections

Student interaction at all levels is immediately enjoyed. Practice in the classroom is a great stress leveler for the real experience.

MULTI-LEVEL

A Stop for Ice Cream (About Town)

1 → 6

Length of Activity: approximately 4 hours

Materials Needed for Lesson

Recipes, recipe supplies, cookies, pictures of ice cream.

What will students do?

Prepare ice cream using recipe brought to class by teacher.

What will teachers do?

Open lesson by showing each ingredient, utensil and measuring quantity needed to prepare homemade ice cream in order to explore new vocabulary.

Ingredients:

ice cream
milk
crushed ice
vanilla
salt
whipping cream
sugar

What evidence will you look for to know that learners are developing this learning skill?

- Interaction as cooking progresses.
- A tasty product.
- Use of vocabulary as students prepare ice cream.
- Social interaction as ice cream and cookies are enjoyed.

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multilevel classes since students can help one another. The recipe names large servings. Eating allows for discussion of informal dining since ice cream is eaten right out of the plastic bag. Of course it could be removed and served on fine china if desired.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
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11. Resolve Conflict and Negotiate
✓ 12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

A Stop for Ice Cream, continued

An Edible Experiment in Thermodynamics (Ice Cream)

Background Information

Ice keeps things cold because it absorbs energy from its surroundings, melting as it does so. The temperature at which a solid melts, called it a melting point, is the same temperature at which the liquid form freezes. For pure water, this is 0°C or 32°F. However, if some other substance is added to the water or ice, such as salt, the freezing/melting point is lowered. Thus, you can use salted ice to freeze liquid water.

In this activity, salt is added to ice in a large plastic bag. A second, sealed, plastic bag containing the ingredients for ice cream is placed into the bag with the salty ice. The large plastic bag is then sealed. The bag assembly is kneaded until the ice cream mixture freezes. (The energy in the ice cream mixture is transferred to the salted ice, which melts as a result. The temperature of the ice cream mixture is lowered to the temperature of the ice brine, and this is cold enough to freeze the ice cream.)

Materials per class of 30 and (per student)

__ at least five 1/4 cup measure scoops or cups
__ at least five plastic measuring cups
__ 5 sets of measuring spoons
__ 1 gal (1/2 cup) milk (2% and reduced lactose milk will also work)
__ 1 gal (1/2 cup) whipping cream or non-dairy creamer
__ 8 cups (1/4 cup) sugar
__ 1 bottle (1/4 tsp) vanilla
__ 30 (1) quart or sandwich size zipper-lock bags (freezer weight suggested)
__ 30 (1) gallon-size zipper-lock bags (freezer weight)
__ 30 (1) plastic spoons
__ 3 gal (about 2 cups) crushed ice
__ 10 lb (1/2 – 3/4 cup) food grade salt (this is much cleaner than rock salt)
__ nuts, fruit, or chocolate syrup, as desired
__ ski mittens/gloves, thick bath-size towels, or 1-lb coffee cans (1 pair or 1 each per student)
__ paper towels

Procedure

1. Measure 1/4 cup of sugar. Transfer the sugar to the small plastic bag.
2. Measure 1/2 cup milk; add 1/2 cup whipping cream to it. Do not transfer this to the bag.
3. Add 1/4 tsp vanilla to the mild/cream mixture. (Younger students may need assistance with this step.)
4. Transfer the contents of the cup to the bag with the sugar. Close the bag securely, squeezing out most of the air before closing. There is no need to stir the contents.
5. Place the small plastic bag inside the large plastic bag.
6. Surround the smaller bag with a few cups of crushed ice.
7. Pour 1/2 to 3/4 cup of salt over the crushed ice and seal the larger bag securely.
8. Put on mittens or wrap the bag in the thick towel, or place the bag into the coffee can. Knead or roll back and forth on a table or on the floor. Be careful not to put too much pressure on the bags.
9. After 10 minutes, check if the mixture is frozen. If not, continue kneading or rolling.
10. When the mixture is frozen, remove the smaller bag. Wipe the brine from the zipped edges of the bag, then eat the ice cream directly from the bag. (Add nuts, fruit, or chocolate syrup if desired.)

MULTI-LEVEL

Window Panes (About Town)

Students will learn to create window panes to help summarize written or oral presentations.

Length of Activity: approximately 2 hours

What will students do?

- Listen to the rest of the story and construct two more window panes.
- Looking at all three panes, make a fourth pane combining all three of the original panes.
- Tell the story to a partner referring to the panes as an outline.

What will teachers do?

The teacher will read the first section of "The Three Little Pigs" and then direct students in locating nine important words which will help them summarize the story. Each word is placed at the bottom of one pane of the window drawn on the index card. Immediately above each word, the student draws a picture to remind himself of the word in the story. The words should be sequential.

What evidence will you look for to know that learners are developing this learning skill?

- Choose words.
- Draw pictures.
- Retell a story.
- Combine to summarize.

How will you collect this evidence?

- Teacher observation.
- Listening.
- Look at cards produced.

Instructor Comments and Reflections

- Beginning students may need to create cards to learn the vocabulary.
- Advanced students will find the activity useful in summarizing many kinds of written material including science and math lessons if they write the processes.
- Students find the activity challenging and fun.
- Drawing helps students visualize since the activity uses both sides of the brain.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

1 → 6

MULTI-LEVEL

Picnic at the Park (About Town)

Students will plan a picnic and enjoy a day in the park.

Length of Activity: approximately 4 hours

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- ✓ 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

Materials Needed for Lesson

Vocabulary lists, food, pictures of parks, magazines.

What will students do?

- Bring food to class or will meet at designated park.
- Socialize while eating.
- Spend time playing games if desired.
- On the following day, write about the experience. Intermediate levels can do a vocabulary test. Lowest levels can cut pictures out of magazine to design their own park. Advanced levels might enjoy doing this also.

What will teachers do?

- Develop a crossword puzzle using vocabulary of things in the park.

  Slide
  Tennis courts
  Merry-go-round
  Swings
  Monkey bars
  Basketball courts
  Picnic tables
  Barbecue grills
  Walking track

- Explain pot luck and picnic.
- Assist in organizing what everyone will bring.
- Explain that students will cooperate to put together a meal and then socialize while enjoying the meal.

What evidence will you look for to know that learners are developing this learning skill?

- Interaction as eating progresses.
- Use of vocabulary.
- Social interaction as food is shared.

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.

Instructor Comments and Reflections

Picnic style eating allows for informal interaction outside the classroom allowing all levels to enjoy activities together.

MULTI-LEVEL

Free Time at the Library (About Town)

Students will visit the library, obtain a library card, and check out a book.

Length of Activity: approximately 4 hours

Materials Needed for Lesson

Transportation to the library, two ID's (social security card, license, old light bill, etc.) and dictionaries.

What will students do?

- Work in groups of two.
- Get library cards (if desired).
- Working in pairs, find a book to look at or read while at the library.
- Get help from teacher (especially for lower level students).
- Check out a library book (if desired).
- On following day, share what they enjoyed about the trip and the books they checked out.

What will teachers do?

- Open lesson by demonstrating different things found in the library.•
- Explore new vocabulary. Talk about the different types of reading.

  Novel Biography Newspaper Poetry
  History Drama Mystery children's books
  Reference materials – "how to" information
  Computer information

- Explain need for two types of ID to check out books.
- Explain need to return books within library's allotted time.
- Assign one higher level student to work with a lower level student.
- Guide discussion on favorite books and stories.

What evidence will you look for to know that learners are developing this learning skill?

- Interaction between students and library personnel.
- Obtaining a library card.
- Books checked out.
- Use of vocabulary.
- Sharing stories of books checked out.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

Free Time at the Library, continued

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.
- Document in student files whether or not library card was obtained and/or book checked out.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multilevel classes since students can help one another. Students enjoy field trips. Lowest level students can choose a video to be shown at a future time.

MULTI-LEVEL

Visit to School—Navigating the Internet (About Town)

1 → 6

Students will learn how to use the mouse and navigate the internet.

Length of Activity: approximately 8 hours

Materials Needed for Lesson

Computers. Vocabulary lists to be handed out to the students.

What will students do?

Day 1 – Play games such as Solitaire or Whack a Mole (found on the Internet under "Whack a Mole").

Day 2 – Work in groups of two, guiding and influencing each other to choose a topic that is interesting to both of them. Students will follow different leads to research their topic.

Day 3 – Write a short synopsis describing what information they found.

Day 4 – Students will share information with the class. Lower levels can review vocabulary words.

What will teachers do?

- Open the lesson by demonstrating and discussing computer technology.

  Mouse
  Hardware
  Printer
  Home page
  Cursor
  Information line
  Software
  Modem
  Keyboard
  Internet
  CD ROM
  Internet provider
  Download
  Windows
  Disc, floppy
  Web browser
  E mail

- Assign students to work in pairs to help make the process less intimidating the first time on the computer.
- Direct students to choose a topic in which they have an interest.
- Guide students through the process of clicking on home page and then typing in the different interest topics in the search line. Lower level students can be guided to a location that has Spanish.

What evidence will you look for to know that learners are developing this learning skill?

- Interaction.
- Ability to find a topic of choice.
- Written paragraphs.
- Verbal sharing of experience.
- Familiarity of computer terminology.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
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✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

Visit to School—Navigating the Internet, continued

How will you collect this evidence?

- Teacher observation.
- Vocabulary quiz if desired
- Vocabulary puzzle if desired

Instructor Comments and Reflections

Student interaction at all levels is immediately enjoyed with hands-on experience being utilized from the start. All levels can participate. This is a very practical lesson as students can look for information they can use in their lives (legal aid, immigration laws, citizenship, etc.). I also sometimes include a few days of typing lessons before I do this lesson so as to facilitate familiarity with the keyboard.

Civics Curriculum

American History and Government

The purpose of the following Lesson Plans is to provide English language instruction that will emphasize instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.

LEVEL 1

Going to the Doctor

Length of Activity: 1 hour

What will students do?

The students will learn to say the items in a first aid box and write the new vocabulary in their journals.

What will teachers do?

The teachers will provide several first aid kits to be examined and will write new vocabulary on the board.

Activities used to implement this learning plan.

- The teacher will introduce a first aid box and ask the students if they can identify the items in the box. There will be a class discussion about how and when to use the first aid items. This can lead to a discussion of a visit to the doctor, and phrases will be identified and practiced for use during a visit to the doctor.
- The teacher will ask for volunteers to role-play a visit to the doctor, after which the students will write their new vocabulary in their journals (using *Oxford Picture Dictionary*, Oxford University Press, for word identification).

What evidence will you look for to know that learners are developing this learning skill?

- Teacher observation.
- Teacher will listen to students pronounce new vocabulary and will check the vocabulary written in their journals.

How will you collect this evidence?

- Teacher observation.
- Student journals.

Instructor Comments and Reflections

The students thought the role-playing was helpful.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
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11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Regina Robbins

COUNTY/PROGRAM:
Pellissippi State Technical Community College

LEVEL 2

Signs in Our Daily Lives

Length of Activity: 2-4 hours

What will students do?

Students will identify eight common road signs and learn the meaning of the signs.

What will teachers do?

- Guide students in learning.
- Teach the meaning of the road signs.
- Supply students with pictures of eight common road signs.

Activities used to implement this learning plan.

The instructor can get copies of road signs from the driver's testing station, AAA, or take pictures of the signs with a camera. Before the instructor begins the lesson, have students look for road signs that they don't know or understand.

Eight road signs will be discussed in the lesson:

1. Stop
2. Yield
3. Do Not Enter
4. One Way
5. No Left Turn
6. U Turn
7. Pedestrian Crossing
8. Curve with m.p.h.

- Display pictures of each road sign.
- Number each one so all students will know which sign you are or will be discussing.
- Have students look at the display of pictures. Students are to write the number of one sign that he/she does not know and the number of one sign that he/she does know.
- Ask students what sign he/she knows. Encourage students to share the one he/she does not know.
- Teach the meaning of the signs. Discuss new vocabulary ("enter, pedestrian, way," etc.)
- Tell students that "m.p.h." is how fast they are driving. Emphasize that a m.p.h. on a curve sign means they should not drive faster than the speed on the sign.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Signs in Our Daily Lives, continued

- Divide class into groups. Give the groups pictures of the road signs.
- Have students determine the meaning of the signs.
- Have the groups orally share their signs with the class and review their meaning.
- Have each student number his/her paper 1-8. Hold up a road sign, one at a time.
- Students are to write the sign on his/her paper and possibly write a brief definition.
- Discuss the signs that students have seen that they do not understand.

What evidence will you look for to know that learners are developing this learning skill?

- Interest of the learners about the lesson.
- Oral discussion.
- Class and group participation.

How will you collect this evidence?

The sheet the students complete identifying each road sign.

Instructor Comments and Reflections

The students know some of the signs. They enjoyed learning about the signs they did not know.

LEVEL 2

Communities

Length of Activity: 4 hours

What will students do?

- Learn points of interest in the community.
- Identify these locations on a map of the area.
- Learn new vocabulary.
- Use personal pronouns in the possessive form.

What will teachers do?

- Supply each student with a map of the area.
- Introduce new vocabulary.
- Introduce personal pronouns in the possessive form.

Activities used to implement this learning plan.

- Give students a list of the vocabulary words: "communities, town, church, library, parks, post office, schools, stores."
- Teacher says a word; students repeat.
- Define community for students – "a place where people live, work, and play."
- Ask students to name one thing about the community where they live.
- Distribute a map of the area to each student.
- Hold up a map and say, "This is my map." Then point out things that belong to male and female students. Introduce personal pronouns in possessive form: "my, your, is her, its, our, their."
- Discuss and define the vocabulary words for students.
- Ask a student what is the name of our town.
- Encourage students to answer in a complete sentence using a possessive pronoun.
- Ask students where their children go to school. Encourage answers using a possessive pronoun. (Ex.: "My child goes to _____ school.")
- Help students locate the schools on the map.
- Do this with where they work and/or attend church.
- Put a list of area parks on the board. Remind students this is a place where people in the community go to relax and play. Guide students in locating the parks on the map.
- Ask students in what stores they shop. Put a list on the board and the street where the stores are. Have students work in groups to locate as many stores as they can. Also, try and have them locate the library and the post office. Have students circle the locations.

EFF Standard(s) Used in This Learning Plan

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11. Resolve Conflict and Negotiate
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✓ 13. Take Responsibility for Learning
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✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Communities, continued

- Next, tell students, "My house is on _____ street." Have the groups try to locate your street.
- Students then tell what street their house is on. ("My house is on _____street.")
- Students are to locate streets on the map. Within each group, have one student tell what street another student's house is on. ("His/Her house is on _____ street.")
- Encourage students to look for other points of interest on the map. Identify and discuss.

What evidence will you look for to know that learners are developing this learning skill?

- Students' interest in the lesson.
- Comprehension of vocabulary words.
- Map skills.
- Group activities and class participation.

How will you collect this evidence?

- Give a vocabulary sheet and have student match the word to its meaning.
- Complete a sentence sheet using possessive pronouns.
- Have students write their address.
- Locate their street on a map.

Instructor Comments and Reflections

Students appreciated the map of the community. At times, it is difficult to locate or follow directions to a place in the community because of the language barrier. They liked learning about the parks in our area.

LEVEL 2

The Earth

Length of Activity: 4 hours

What will students do?

- Identify the globe as a model of the earth.
- Identify the seven continents of the earth on a globe or map.
- Identify the oceans of the earth on a globe or map.
- Describe the relationship of the continents and oceans using cardinal directions.
- Name the continent, country, and state he/she lives in.

What will teachers do?

- Demonstrate activities of the lesson.
- Teach about the bodies of land and water on the earth.
- Teach new vocabulary.
- Supply students with globes or maps of the earth.

Activities used to implement this learning plan.

- Vocabulary for the lesson:
  - Earth
  - Ocean
  - Globe
  - Blue
  - Round
  - Rise (verb)
  - Continent
  - Set (verb)
  - Salt
- The students will be asked to share what they already know about the earth and what they would like to find out about the land on the earth.
- Show students a globe. Inform students the globe is "a model of the earth." The earth is round. Each major body of land is called a "continent." A very big body of salt water is called an "ocean." The color blue on a globe represents a body of water.
- Introduce the word "continent." The teacher will pronounce it and ask students to do so. The teacher will define the word.
- The teacher will next identify the seven continents and their location on a map.
- The students will be asked to repeat each continent name.
- The teacher will review the continents and their location on the map. (You may use name cards for this activity.)
- The teacher will clear the map and ask students to come up and identify the continents. Have students say the continent's name as they locate them on the map.

EFF Standard(s) Used in This Learning Plan

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16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

The Earth, continued

Next, students will be divided into small groups and given a globe. The students will be asked to locate the seven continents on the globe. At first, they will be allowed to use a map as a guide, then they will be asked to find the continents from memory.

- Use this activity with the four major oceans.
- Introduce the directions – north, south, east, and west.
- Use a U.S. map to demonstrate the directions to students.
- Define the verbs "rise and set."
- Explain to students that the sun rises in the east and sets in the west.
- Have students look at a globe or map.
- Ask questions using cardinal directions. (Ex., "Is Europe north or south of Africa?")

What evidence will you look for to know that learners are developing this learning skill?

- The oral discussions of the lesson.
- The class participation.
- The class/group demonstrations.

How will you collect this evidence?

Have students complete a map with the seven continents and four oceans.

Instructor Comments and Reflections

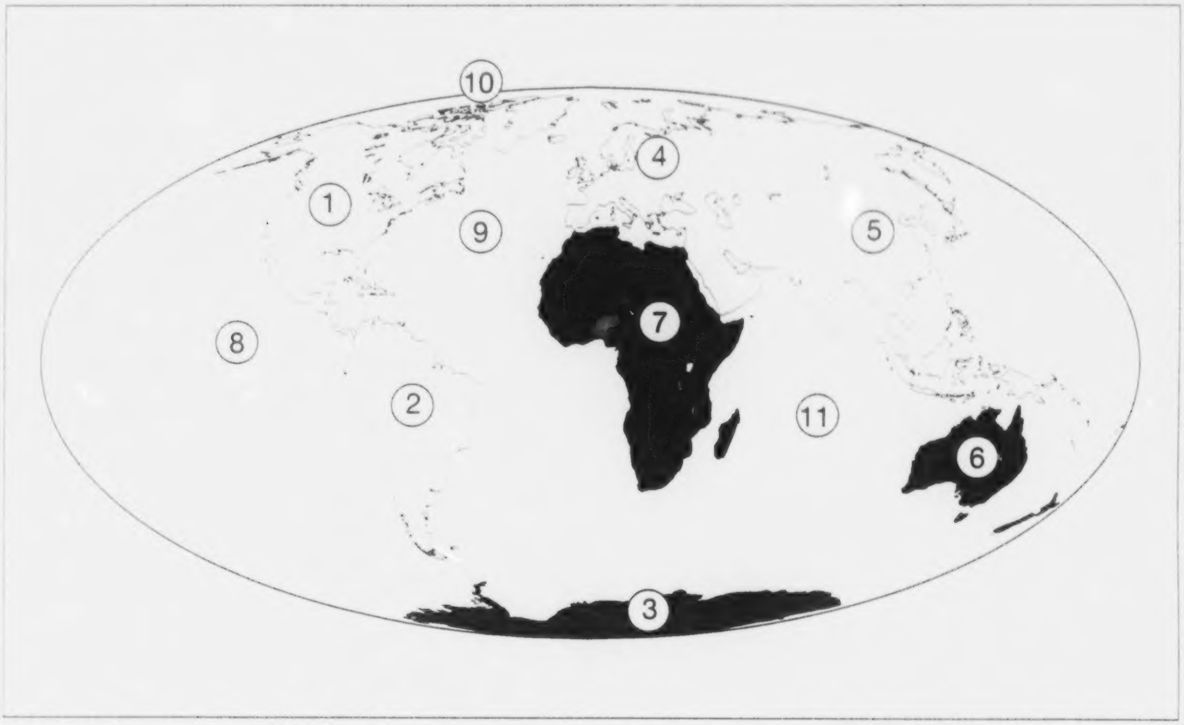
This lesson was informative to students. They enjoyed using map skills.

Resources

People and Neighborhoods (McMillan/McGraw Hill), *Maps and Globes* (Harper-Trophy), *Maps, Globes, Graphs* (National Education Corp.)

The Earth, continued

Name____



This map shows all seven continents and four oceans.
Write the continent and ocean names on these lines.

Continents

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

7.________________________________

Oceans

1.________________________________

2.________________________________

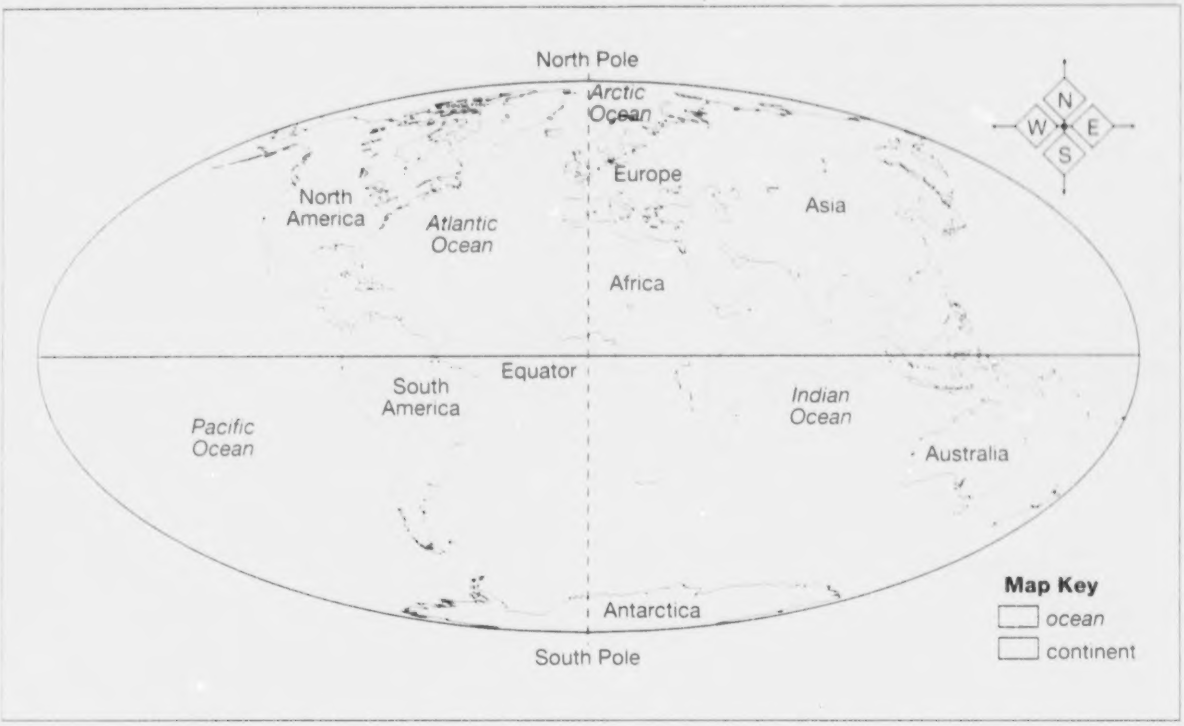
3.________________________________

4.________________________________

The Earth, continued

Name______________________________

Finding Directions on a World Map


North Pole
Arctic Ocean
N
W
E
S
Europe
Asia
North America
Atlantic Ocean
Africa
Equator
South America
Indian Ocean
Pacific Ocean
Australia
Antarctica
South Pole
Map Key
☐ ocean
☐ continent

1. Find the Equator. Put an **x** on it.

2. Are these places **north** or **south** of the Equator?

Antarctica ________________ Australia ________________

North America ________________ Europe ________________

Arctic Ocean ________________ Asia ________________

3. Finish the line between the North and South Poles.

4. Are these places **east** or **west** of the line you drew?

Atlantic Ocean ________________ Asia ________________

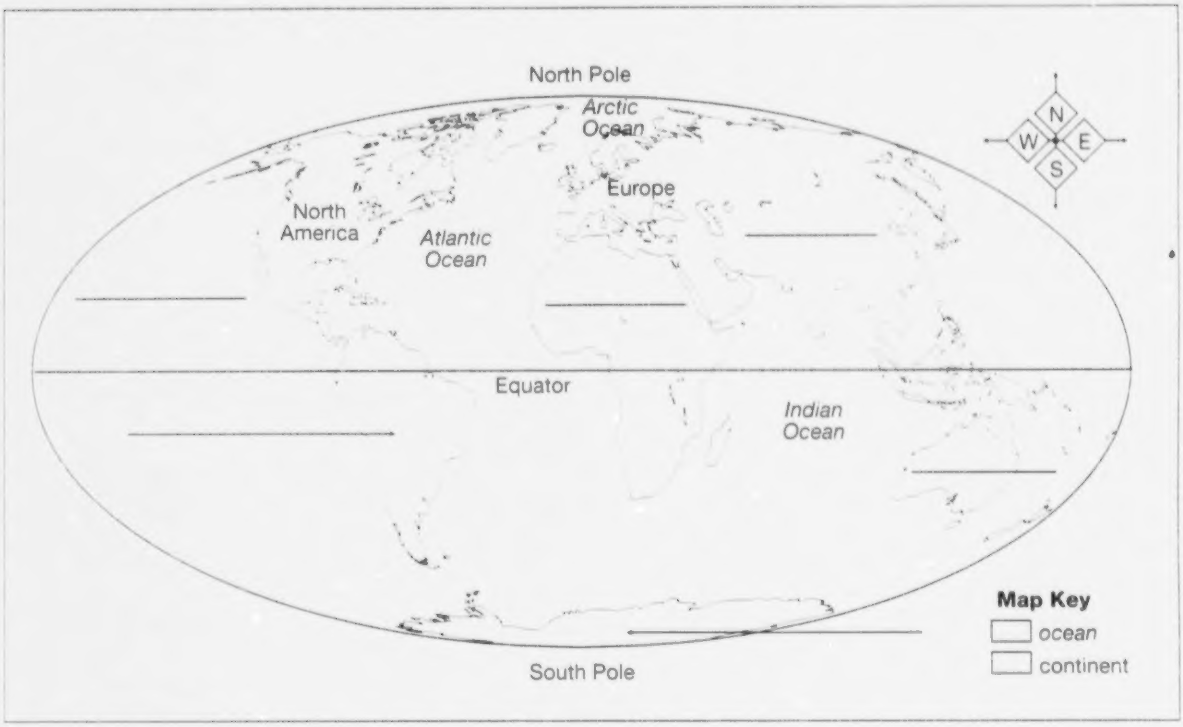
Australia ________________ Indian Ocean ________________

North America ________________ South America ________________

The Earth, continued

Name_______________________________________

Finding Continents and Oceans


North Pole
Arctic Ocean
N
W
E
S
Europe
North America
Atlantic Ocean
Equator
Indian Ocean
Map Key
ocean
continent
South Pole

1.Write these names on the map where they belong.

South America	Australia
Asia	Antarctica
Africa	Pacific Ocean

2. Name two continents that touch the Indian Ocean.

______________________________ ______________________________

3. Name two continents that touch the Atlantic Ocean.

______________________________ ______________________________

LEVEL 2

Body Parts and Safety Signs

Length of Activity: 4 - 5 hours

What will students do?

- Identify body parts.
- State symptoms and injuries.
- Read safety signs.

What will teachers do?

- Supply word cards and picture cards.
- Give examples of health and safety situations.
- Guide and assist when needed.

Activities used to implement this learning plan.

- Identify parts of the body on a chart and have students complete chart.
- Give students a chance to fill in the body parts they know and then fill in chart together.
- On separate index cards, write a body part. Pass the cards out to the students. Go around the room and have the students say the word and point to the body part.
- Teach the dialogue, "What's the matter?" "My leg hurts." Have students practice the dialogue using different body parts. Teach words like "cut," "broken," "burned." Ask students to name other types of injuries and list them on the board and practice saying them.
- Substitute the dialogue, "My finger is cut."
- Prior to teaching safety signs, tell students to write down signs they don't understand from work, stores, schools, road construction signs.
- The teacher needs to have safety signs or flash cards.
- Teacher reads the sign and students repeat. Ask students if they have seen any of these signs and, if so, where. Explain to students what the signs mean.
- Add the signs that they brought to class. After practicing saying the signs, hold a sign up and choose a student to read the sign and tell what it means. Do this with all the signs.
- Play Bingo – one game with body parts; the other with safety signs. Make a nine square board with body parts listed at the top. Have students write nine body parts in the squares. Teacher says the body parts, and students write an X on the word the teacher says. Student with all X's wins. Do this with safety signs.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Body Parts and Safety Signs, continued

What evidence will you look for to know that learners are developing this learning skill?

Listening and speaking activities, class participation, correctly completing charts.

How will you collect this evidence?

Worksheets, bingo game, listening and speaking activities.

Instructor Comments and Reflections

Students knew quite a few of the safety signs from the workplace. They had questions about road signs: "Slippery When Wet," "Bridge Freezes," "Blasting Zone," etc.

References

- *Word by Word – Picture Dictionary,* "The Body" pg. 68-69
- *English ASAP Literacy Level,* "Health and Safety" pg. 86-97
- *Longman ESL Literacy Second Edition,* "Health" pg. 145-162
- *English ASAP Book 1,* "Health and Safety" pg. 87-98

LEVEL 2

Community Workers

Length of Activity: 2 to 4 hours

What will students do?

- Recognize four community workers.
- Learn what the workers do in the community.
- Learn new vocabulary.

What will teachers do?

- Teacher will guide the learning.
- Ask the four community workers to visit the class.
- Define any new vocabulary.

Activities used to implement this learning plan.

The instructor may want to teach a lesson on communities prior to teaching community workers. This will help the learner better understand community workers.

The four community workers that will be discussed are:

1. Firefighter
2. Police officer
3. Letter carrier
4. Trash collection person

- Discuss the job description of each worker and the purpose of their jobs.
- Inform students about the uniform that the workers wear, the type of vehicle he/she drives, and where the worker's office is located.
- Discuss the dialogue used when a person has to call the police or fire department (ex.: calling 911, repeating the student's address or address of the emergency).
- Arrange for the four community workers to visit the classroom. Prior to the workers' visits, help the students write a question in English that he/she will ask the worker. After the workers give a short presentation, encourage students to ask the workers the questions.
- After the workers leave, have the students write the answer to their questions.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
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✓ 4. Listen Actively
✓ 5. Observe Critically
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9. Cooperate With Others
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✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
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16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

Community Workers, continued

What evidence will you look for to know that learners are developing this learning skill?

- Class discussion.
- Interest of the learner.
- Class participation.

How will you collect this evidence?

- The questions the students write to ask the community workers.
- The responses the workers gave to the students' questions.
- Have students write the responses on paper.

Instructor Comments and Reflections

- It is important that ESOL students learn about community workers.
- It is common for immigrants to have a fear of people in uniform.

LEVEL 2

The American Flag – Pledge of Allegiance

Length of Activity: 6 hours

What will students do?

- Determine the meaning of the stars and stripes on the flag.
- Be able to locate the original 13 colonies on a map.
- Recite the Pledge of Allegiance.
- Learn new vocabulary.
- Learn prepositions – "above, below, next to, beside, next to."

What will teachers do?

- Guide the students in the learning process.
- Aid in map skills.
- Supply students with materials needed for the lesson.

Activities used to implement this learning plan.

Flag of the United States

- Have on display a picture of one U.S. flag with 13 stars and one with 50 stars.
- Have students orally describe the flags.
- Put the list on the board.
- Ask students why one flag has 13, the other 50.
- Give each student a map of the U.S.
- List the thirteen colonies on the board. Teacher says the state names; students repeat.
- Locate each of the 13 states individually on the map.
- Ask students if anyone in the class has lived or visited one of these states.
- Have students share their experience with the class.
- Discuss with students why these states are called the original 13 colonies.
- Explain the early history of the U.S.
- Have students count the stripes. Have students determine the meaning of the 13 stripes.
- Write the names of the 13 colonies individually on index cards. Pass the cards out to different students. Have the student read his/her card and then locate the colony on a U.S. map.
- Have students get in small groups. Distribute a blank map of the U.S. along with a list of the 13 colonies.
- Have students write the 13 colonies in the correct location on the map. For more challenged students, provide a list of the remaining 37 states and have them write as many state names as they can in the appropriate

EFF Standard(s) Used in This Learning Plan

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SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

The American Flag – Pledge of Allegiance, continued

location. Emphasize that the additional 37 states are why we have 50 stars on today's flag.

- Teach or review the prepositions "above, below, next to, beside" while still in small groups. Have students describe the location of different colonies. (e.g., "Is Virginia above or below Pennsylvania?")

Pledge of Allegiance

- Ask students if they know what Americans say/recite to show our loyalty to the flag.
- Distribute a copy of the Pledge of Allegiance to each student.
- Read the Pledge to the students.
- Share with students when and where the Pledge is recited.
- Demonstrate how you stand when saying the Pledge—right hand over your heart.
- Tell students that men are to take off their hats.
- Write the words "Pledge, Allegiance, Republic, indivisible, liberty, and justice" on the board.
- Provide the meaning of these terms for the students.
- Have the students write the words and meanings down on their copy of the Pledge of Allegiance.
  - — Pledge – *promise*
  - — Allegiance – *loyalty*
  - — Republic – *a nation where people vote for leaders*
  - — indivisible – *something that cannot be divided*
  - — liberty – *freedom*
  - — justice – *fairness*
- Teacher says the words—students repeat. Discuss the words and their meanings. Recite the Pledge again, substituting the word with its meaning.
- Encourage students to say the Pledge individually and then say it together as a class.
- Have students complete a crossword puzzle using the six vocabulary words to help promote understanding.
- Continue saying the Pledge of Allegiance at the beginning of each class meeting.

What evidence will you look for to know that learners are developing this learning skill?

- Class participation and discussion.
- Class and group activities.
- Interest in the lesson.

The American Flag – Pledge of Allegiance, continued

How will you collect this evidence?

- Writing the 13 colonies in their correct location.
- Observing how well students read the Pledge of Allegiance.
- Correctly completing the crossword puzzle using vocabulary words.

Instructor Comments and Reflections

This lesson was very informative. Many students have never been in a situation where the Pledge of Allegiance was recited. Students enjoyed the lesson.

LEVEL 3-6

Election Day

Length of Activity: 2 to 3 hours

What will students do?

- Be presented with vocabulary pertaining to elections in the U.S.
- Read information about the election process in the U.S.
- Interact with each other and with teacher using vocabulary and information about the topic.

What will teachers do?

- Guide presentation of relevant vocabulary items using the texts listed in the activity section.
- Respond to questions.
- Establish small groups for cooperative learning efforts.
- Provide direct instruction on idioms at the close of the lesson.

Activities used to implement this learning plan.

- As a whole class activity, go over the article from *Holidays in the USA* (Scott-Foresman) on "Election Day." Have individual students read paragraphs aloud. Respond to any questions from students on content or vocabulary.
- From page 120 of the text, give students time to match the sentences using "because" about elections. Go over their responses together.
- Form small (3-4 participants) groups. Have the students discuss the issues on page 121, and, in their groups, come to consensus about each issue. When complete, the whole class comes together again and shares their conclusions about each issue.
- From page 63 in *ESL Teacher's Activities Kit*, (The Center for Applied Research in Education) "Let's Talk About Election Day," generate responses to questions in small groups, then report to the whole class.
- Using the text *Holiday Activities for ESL* go over vocabulary on page 62 "Election Day," then have individual students go over exercise items #1-5.
- Once questions have been addressed, have students prepare for a dictation exercise. As text, use page 123 from the Election Day lesson in *Holidays in the USA* (Scott-Foresman).
- If a tape of "For He's a Jolly Good Fellow" is available, allow students to listen to it and follow the words on paper. Then try singing it together a time or two.
- As transition to the next activity, teacher can say: "We get lots of our information about candidates and the important issues from reading and TV. Let's look at some vocabulary from those activities."

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✓ 13. Take Responsibility for Learning
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16. Use Information and Communications Technology

SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools Adult Education

Election Day, continued

- Use *English for Everyday* (Delta Systems Co., Inc.) to discuss Reading (p. 42) and Watching TV (p. 43). Teacher patterns by reading each part and students read chorally after him/her. Teacher should demonstrate parts of a book by using a book and should be sure to go over the items in the blue boxes to make sure students have full understanding of the vocabulary for these processes.

Related idioms to present at the conclusion of this lesson:
closed book – not known, secret
close the books – stop taking orders
hit the books – study, especially for exams
keep books – keep records of money, accounting
have one's nose in a book – someone who reads often and a lot
one for the books – very unusual
I can read you like a book – what you are thinking is very clear to me
talking book – recorded book for blind people
throw the book at someone – strictly apply the rules
vote down – veto, defeat by voting against

What evidence will you look for to know that learners are developing this learning skill?

- Oral responses to questions.
- Written responses to exercises and dictation.
- Oral communication of information learned and used in small groups.
- Student response to written exercise on the topic of elections during the following class (teacher can give each student a copy of the Election Day crossword puzzle from *Hands On English* (New Reader's Press).

How will you collect this evidence?

- Teacher observation.
- Listening during group exercises and class discussion.
- Looking at/correcting written exercises.

LEVELS 4, 5, 6

INS Citizenship Questions: Read, Recite, Review

4 → 6

Length of Activity: Two 1-1/2 hour classes

What will students do?

The students have previously been given the 100 Citizenship Questions with translations in their own language (in this case, Vietnamese). We used a Vietnamese to translate the questions. They will study ten questions (grouped by teacher according to topic) at home before each class session. During class they will read from the board, listen to questions and answer orally, and participate in a group game.

What will teachers do?

- Select the questions for each class session.
- Choose relevant material for home study.
- Demonstrate proper English pronunciation of each question.
- Guide students in constructing sentences to answer the questions.
- Facilitate group interaction and games.

Homework assignments, which are reviewed and discussed in class, are taken from Entry into Citizenship, *by Becker & Siegel, published by Contemporary Books.*

Activities used to implement this learning plan.

Students have previously read the ten questions to be covered during the class. The teacher writes the questions, one at a time, on the board. Without consulting the translation in his/her notebook, each student has an opportunity to read the question on the board. The teacher helps with pronunciation, if necessary. Students are encouraged, but not required, to read aloud. After the question is read, students are invited to give the answer. The teacher demonstrates how to answer in the form of a sentence, rather than a phrase, if appropriate. After all ten sentences have been reviewed, the homework assignment is reviewed and discussed as a group. Students are encouraged to read aloud and ask each other questions. As an extension, students draw questions "out of a hat," and read them aloud, either giving the answers themselves, or asking other students to answer.

A further extension to the lesson is to play a version of "Hangman" on the board using words from the lessons for students to guess.

Example: AMERICAN

This is a good way to practice spelling and pronunciation. I have also asked the person who identifies the word to use it in a sentence.

This has been a very successful activity. Even shy students who nor-

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12. Guide Others
✓ 13. Take Responsibility for Learning
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SUBMITTED BY:
Sandra Smith

COUNTY/PROGRAM:
Cansler Adult Education Center/
Knox County Adult Education

INS Citizenship Questions, continued

mally do not volunteer to participate will begin to call out letters and try to guess the work.

It is not necessary (and perhaps not even advisable) to draw the hangman figure to play a version of this game.

What evidence will you look for to know that learners are developing this learning skill?

To show that they have learned the answers to the citizenship questions, students will respond in class to questions written on the board. They will demonstrate the ability to pronounce English words by reading aloud in class and by answering verbal questions. They will demonstrate the ability to listen and understand.

How will you collect this evidence?

- Teacher observation of class participation.
- Homework papers.
- Written multiple-choice quizzes.

Instructor Comments and Reflections

The students I have been working with are highly motivated and eager to learn the material. They seem to have benefitted from having the citizenship questions written in both English and Vietnamese and come to class prepared to answer questions in English. They enjoy game situations, especially the "Hangman" activity.

LEVELS 4, 5, 6

The American Flag: The Stars and Stripes, Lesson 1

Length of Activity: 1-1/2 hour class session

What will students do?

- Describe the colors and patterns of the U.S. flag.
- Identify the symbolic meaning of the stars and stripes.
- Read and write and pronounce the names of the 13 original colonies.
- Locate the 13 original states on a map.

What will teachers do?

- Provide each student with a small American flag and U.S. map.
- Write state names on the board and assist in pronunciation.
- Provide practice for reading questions and answers related to the flag from a list of 100 INS citizenship questions.

Related pages from Entry into Citizenship, *by Becker & Siegel, published by Contemporary Books, will be given for homework assignment.*

Activities used to implement this learning plan.

Students have previously been assigned a review of the relevant questions from the INS list. (My Vietnamese class had been given this list with questions and answers translated into Vietnamese for study at home). After writing the questions on the board, the teacher will ask students to volunteer to read them and give answers orally. Using their flags as models, students will point to the stars and stripes, give their colors and numbers, and state the symbolic meanings. They will name as many of the 13 original states as they can, and the teacher will write them on the board. Students will copy them onto paper and practice pronunciation of each one, with teacher guidance. Using their maps, students will point to the location of each of the 13 original states and again say the name of each one.

What evidence will you look for to know that learners are developing this learning skill?

- Verbal responses to questions.
- Demonstrations of accurate pronunciation.
- Demonstration of ability to identify places on a map.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Sandra Smith

COUNTY/PROGRAM:
Cansler Adult Education Center/
Knox County Adult Education

The American Flag: The Stars and Stripes, Lesson 1, continued

How will you collect this evidence?

- Teacher observation of class participation.
- Review of homework.
- At next class session, students will identify states on a blank map.

Instructor Comments and Reflections

This is a high-interest activity. Students benefit from having translated materials to study in advance.

Creating a Five-Point Star

George Washington's original pencil sketch for the flag indicated 6-point stars, a form he apparently preferred.

Betsy Ross, however, recommended a 5-point star. When the committee protested that it was too difficult to make, she took a piece of paper, folded it deftly, and with a single snip of her scissors, produced a symmetrical five-point star. This seeming feat of magic so impressed her audience that they readily agreed to her suggestion.

To you we pass along the secret…
Take a thin piece of paper 8-1/2" x 10" (or an exact proportion thereof), fold it as indicated and cut yourself a perfect 5-point star. Thanks to the Betsy Ross House for providing these instructions.

© 1996-2000 by the Independence Hall Association
http://www.ushistory.org/betsy/flagstar.html

Step 1. Fold an 8-1/2" x 10" piece of paper in half.

Step 2. Fold and unfold in half both ways to form creased center lines. (Note: be sure paper is still folded in half.)

Step 3. Bring corner (1) right to meet the center line. Be sure to fold from the vertical crease line.

Step 4. Bring corner (1) left till edges coincide, then make the fold.

Step 5. Bring corner (2) left and fold.

Step 6. Bring corner (2) right until edges coincide. Then fold.

Step 7. Cut on the angle as shown in the picture.* Then unfold the small piece.

Step 8. Marvel at your perfect (we hope!) 5-point star!
If your star is not perfect, take a fresh piece of paper (8-1/2" x 10"—not 8-1/2" x 11") and return to step 1.

*See internet site: http://www.ushistory.org/betsy/flagstar.html

LEVELS 4, 5, 6

The American Flag: The Stars and Stripes, Lesson 2

Length of Activity: 1-1/2 hour class

What will students do?

- Follow teacher's directions to cut paper stars to represent the states.*
- Label each star with a state name (50 stars).
- Locate states on a map.
- Construct a bulletin board-sized flag.
- Recite the Pledge of Allegiance.
- Listen to the national anthem.

*Directions for cutting 5-point star were found on internet: www.ushistory.org/betsy/flagstar.html

What will teachers do?

- Provide materials for activity and demonstrate steps for cutting stars.
- Facilitate construction of bulletin board.

Activities used to implement this learning plan.

- Review with students the meaning of the stars and stripes on the flag. Demonstrate how to cut stars and facilitate group activity. Give each student a list of state names so that each star can be labeled. Provide materials necessary for construction of bulletin board flag. Students will work together on this with minimal teacher participation.
- Teacher recites Pledge of Allegiance, and then students practice reciting with teacher as a group.
- Students listen to the national anthem, reading a paper copy as they listen. Review INS questions on the Stars and Stripes and Francis Scott Key.
- Students will take home U.S. maps—with and without state names. They will write names of states on the blank maps, using labeled maps as guides.

What evidence will you look for to know that learners are developing this learning skill?

- Observation of student behavior during group project.
- Completion of assigned tasks.
- Maps that show recognition of state names.

How will you collect this evidence?

- Construct bulletin board flag.
- Labeled maps brought to next class session.

Instructor Comments and Reflections

This is a fun activity but may take much longer to complete than two class sessions. Teacher may want to have some stars made in advance.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. ✓ Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. ✓ Solve Problems and Make Decisions
8. ✓ Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. ✓ Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education

1 → 6

MULTI-LEVEL

The American Flag: The Stars and Stripes, Lesson 3 – Name the States

Length of Activity: 45 minutes

What will students do?

- Play a Bingo game to reinforce knowledge of state names.
- Play a Concentration game using copies of the Bingo game.

What will teachers do?

- Provide materials for activities.
- Facilitate activities.

Activities used to implement this learning plan.

- If students are unfamiliar with the game of Bingo, demonstrate how to play. USA Bingo has cards with state shapes and names on one side and various facts about the state on the back. If students are advanced, they can be asked to give information other than the state name, such as the capital city; otherwise, name recognition is the goal of this activity.
- For the Concentration game, copies of the Bingo cards can be cut up to show individual states. Cards (2 for each state) are arranged face down in a random arrangement. Each player tries to uncover a match.

What evidence will you look for to know that learners are developing this learning skill?

- Students can listen to state name and read it on the Bingo card.
- Students demonstrate memory skill by finding matching cards playing Concentration.

How will you collect this evidence?

Observations during activities.

Instructor Comments and Reflections

Lots of fun—perhaps too much for one class session!

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Sandra Smith

COUNTY/PROGRAM:
Cansler Adult Education Center/ Knox County Adult Education

MULTI-LEVEL

A Game: "Citizen-To-Be"

1 → 6

The student will identify and associate citizenship terminology and quotes as parts of speech.

Length of Activity: About 1 hour

What will students do?

By playing the game "Citizen-To-Be" students will identify the parts of speech and associate citizenship terminology and quotes with how the parts of speech are used in a sentence. Please see "game directions" for "Citizen-To-Be" from a game by Raelene Hudson called Gramopoly (LinguiSystems, 1-800-PRO-IDEA).

What will teachers do?

Teacher will set up the game, introduce the game and demonstrate how to play the game by using examples provided in the "game directions."

Activities used to implement this learning plan.

Students will play the game; please see directions.

- **Vocabulary:** noun, verb, article, conjunction, prepositional phrase, helping verb, adjective, adverb, interjection, pronoun
- **Conversation:** "Throw the dice," "Your turn," "Go," "Move," "Pay the money," "Go to prison," "I need help," "Choose a card," "Can you help me?" "Do you want to sell it?" "Do you want to buy it?" "How much?" "O.K., Yes or No," and "Try again" etc.

Homework:

Students may take a "Sentence Sheet" and/or "Definition Card" home to practice identifying the parts of speech.

What evidence will you look for to know that learners are developing this learning skill?

Students use opportunities to speak, to answer correctly, self-correct, help others, mark their papers and interact appropriately.

How will you collect this evidence?

Teacher observation; adapting, testing, practicing or collecting homework with "Sentence Sheets" for desired purposes.

Instructor Comments and Reflections

Students love this game, learn a lot, and the teacher may be surprised how students quickly adapt in order to play the game.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education

Game Directions for "Citizen-To-Be"

Players: 2 to 8, or teams can play

Object:

- To become the first player to buy all parts of the sentence.
- To reinforce learning of the parts of speech and how these parts work together in a sentence.
- To familiarize students with citizenship terminology, ideas and quotes

Materials: game board, 2 dice, 8 markers, play money, 50 Good Luck cards (25 green, 25 orange), 30 Deed cards, 8 Definition cards

Start the Game: Place the game board on a flat surface. After shuffling Good Luck cards place them in their squares on the board, face down. Players choose a token and put it on the White House.

Each player receives $135.00 divided as follows: three $20s, five $10s and five $5s. The rest of the money goes in the bank. (More difficult, longer sentences require more money.)

Each player chooses a different sentence, depending on the ability of the student. To be fair, each player's sentence should have the same number of parts.
For example: "The President laughed." has three words. *The* is an article, *president* is a noun and *laughed* is a verb.
For example: "Give me liberty or give me death." has seven words. *Give* is a verb, *me* is a pronoun, *liberty* is a noun, *or* is a conjunction, *give* is a verb, *me* is a pronoun and *death* is a noun.
For example: "Congress is quickly given the power to enforce this law." has 10 words. *Congress* is a noun, *is* is a verb, *quickly* is an adverb, *given* is a helping verb, *the* is an article, *power* is a noun and *'to enforce this law'* is a prepositional phrase.

Students roll the dice to start the game. The student with the highest number rolled goes first.

Banker: Select a student to manage the money and deeds. If the student plays in the game, his/her money must be kept separate from the bank's.

Definition cards: If definition cards are needed by the students, they may be purchased or not. Set the price from $5 and up as the teacher decides.

Playing the game: First player rolls the dice and moves the token the number of spaces indicated. If the player throws doubles, the player gets an extra turn until the player throws three doubles in a row. Then the player goes to "prison." Two or more tokens may occupy the same space at the same time. Players holding a deed for the property landed on by other players at the same time will pay that player. According to the space a player lands on and what part of speech the player needs to complete the player's sentence, the player will pay the banker and collect the deed. If the player does not want the part of speech, the player may sell it to others or place it in the "mush pot" in the center of the board, but the player, nonetheless, must purchase the speech part. The game continues.

Good Luck Cards: If the player lands on a "star" (★) space, the player chooses a card from the Good Luck deck matching the color of the "star" (★). The player must do as the card dictates. If the card says "Free (part of speech)," the player keeps the card, sells it or places it in the "mush pot."

Prison: A player goes to prison if the player lands on the space marked "Go To Prison," if the player throws three doubles in a row or if the player draws a Good Luck card that says "Go To Prison."

To get out of Prison, the player throws doubles, uses a Good Luck card that says "Get Out Of Prison," or pays $10 to the "mush pot" before the player throws the dice. After the dice are thrown, the player moves forward as indicated. A player does not stay in prison after three turns. The player pays the "mush pot" $10 after the third turn and moves forward.

Congress: Players who land on this place "rest." Players do not receive money or Good Luck cards.

The Winner: The first player to collect Deed or Good Luck cards for each part of the player's sentence wins the game. The game continues for second and third place winner. Discussion follows.

Variations: Time limits can be set, player with the most cards wins. Free cards can be issued equally to all players before the game begins. Teachers may use the game to teach only one part of speech by issuing free cards for selected other speech parts, thereby placing emphasis on one part of speech. Sentences may be substituted and interchanged as needed by the teacher.

MULTI-LEVEL

Citizenship Test Preparation

Preparing for the INS test for citizenship.

Length of Activity: 1 class session

What will students do?

- Demonstrate knowledge of key events, momentous documents, and historic personages in United States history.
- Understand who the Pilgrims were, the symbolism of the first holiday the Pilgrims celebrated in the New World and key elements in American history.
- Prepare for the INS test.

What will teachers do?

The teacher will supply the 100 INS study questions and the 30 dictation questions (see following). The teacher will supply information about the INS interview process including what materials to take to the interview and what types of questions may be asked.

Activities used to implement this learning plan.

- The teacher will present the 100 questions to the class (see attached). Depending on the level of the students, the teacher will decide how many questions to work on during each class session.
- The 30 dictation questions will be studied in the same manner. Two or three a class session is usually appropriate. Dictate the sentences and then write the sentences on the board and let the students correct their own work.

What evidence will you look for to know that learners are developing this learning skill?

The students will be able to answer correctly all 100 questions and be able to write correctly all 30 dictation sentences.

How will you collect this evidence?

- The teacher will prepare a test of the 100 questions (without the answers).
- The teacher will dictate all 30 sentences to the students.

Instructor Comments and Reflections

The students felt that the "overlearning" in this Student Learning Plan was helpful.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Several teachers

COUNTY/PROGRAM:
Tennessee

Citizenship Test Preparation

January 29, 2001

New Literacy Testing Guidelines

At the January 26 meeting of the Citizenship Educators Interest Group, Stacey Summers, an INS Supervisor, announced that a series of changes have just been released concerning the dictation and reading portions of INS naturalization testing. The changes include the following points:

- The key to determining that a dictated sentence is acceptable of passing will be the ability of a "reasonable person" to decipher the meaning of the sentence. This will permit phonetic spelling. Punctuation and capitalization will not disqualify a sentence as long as it does not affect its meaning.
- If an applicant is unable to write the sentence read by the adjudicator, a second sentence will be read for dictation. If the applicant is unable to write that sentence, a third and final sentence will be given. Only one correctly written sentence is necessary to pass.
- In order to reject all attempts made by an applicant to write the dictation sentence(s), a supervisor must review the writing and agree that they fail to accurately communicate their meaning.
- The reading portion of the test will also use the 30 sentences as its source.
- Applicants will be asked to read one of the 30 sentences. If they are unable to read the sentence given, a second sentence will be selected by the adjudicator. If the applicant is unable to read the second sentence, a third and final sentence will be designated.

Immigration and Naturalization

Internet Sources

http://www.ins.usdoj.gov/graphics/aboutins/overview.html
www.thecenterweb.org

Texts and Other Resources

Steck-Vaughn
America's Story
America's History: Land of Liberty
Preparation for Citizenship
Preparing for United States Citizenship CD-ROM

Preparing for United States Citizenship CD-ROM
American Government: Freedom, Rights, Responsibilities

Pearson Education ESL
Voices of Freedom
Handbook for Citizenship

Contemporary Books
Entry Into Citizenship
Getting Your Citizenship
Citizenship Practice Cards

INS 30 Dictation Sentences

1. The President lives in the White House.
2. The American flag is red, white, and blue.
3. Citizens have the right to vote.
4. The President has the power of veto.
5. There are fifty states in America.
6. The American flag has thirteen stripes.
7. The American flag has fifty stars.
8. The White House is in Washington, DC.
9. America is the land of the free.
10. America is the home of the brave.
11. The House and the Senate are parts of Congress.
12. There are three branches of government.
13. The President is elected every four years.
14. The President must be born in the United States.
15. Many people come to America for freedom.
16. The President signs bills into law.
17. The people have a voice in the government.
18. Congress passes laws in the United States.
19. People in America have the right to freedom.
20. A Senator is elected every six years.
21. The American flag has stars and stripes.
22. Many people have died for freedom.
23. Congress meets in Washington, DC.
24. People vote for the President in November.
25. Only Congress can declare war.
26. Congress is a part of the American government.
27. The President lives in Washington, DC.
28. The stars of the American flag are white.
29. The President must be an American citizen.
30. The stripes of the American flag are red and white.

Citizenship Test Preparation

100 Citizenship Interview Questions

1. What are the colors of our flag? *Red, White, and Blue*
2. How many stars are there in our flag? *50*
3. What color are the stars on our flag? *White*
4. What do the stars on the flag mean? *One for each state in the Union.*
5. How many stripes are there in the flag? *13*
6. What color are the stripes? *Red and White*
7. What do the stripes on the flag mean? *They represent the 13 original states.*
8. How many states are there in the Union? *50*
9. What is the 4th of July? *Independence Day*
10. What is the date of Independence Day? *July 4th*
11. Independence from whom? *England*
12. What country did we fight during the Revolutionary War? *England*
13. Who was the first President of the United States? *George Washington*
14. Who is the President of the United States today? *George Bush, Jr. (or whoever is next)*
15. Who is the vice-president of the United States today? *Dick Cheney (or whoever is next)*
16. Who elects the President of the United States? *The electoral college*
17. Who becomes President of the United States if the President should die? *Vice-President*
18. For how long do we elect the President? *Four years*
19. What is the Constitution? *The supreme law of the land*
20. Can the Constitution be challenged? *Yes*
21. What do we call a change to the Constitution? *An amendment*
22. How many changes or amendments are there to the Constitution? *27*
23. How many branches are there in our government? *3*
24. What are the three branches of our government? *Legislative, Executive, and Judiciary*
25. What is the legislative branch of our government? *Congress*
26. Who makes the laws in the United States? *Congress*
27. What is the Congress? *The Senate and the House of Representatives*
28. What are the duties of Congress? *To make laws*
29. Who elects the Congress? *The people*
30. How many Senators are there in Congress? *100*
31. Can you name the two senators from your state? *(insert local information)*
32. For how long do we elect each senator? *6 years*
33. How many representatives are there in Congress? *435*
34. For how long do we elect the representatives? *2 years*
35. What is the executive branch of our government? *The President, vice president, cabinet, and departments under the cabinet members*
36. What is the judiciary branch of our government? *The Supreme Court*
37. What are the duties of the Supreme Court? *To interpret laws*
38. What is the supreme law of the United States? *The Constitution*

Citizenship Test Preparation

100 Citizenship Interview Questions, continued

39. What is the Bill of Rights?
The first 10 amendments of the Constitution

40. What is the capital of your state?
(insert local information)

41. Who is the current governor of your state?
(insert local information)

42. Who becomes President of the United States if the President and the vice-president should die?
Speaker of the House of Representatives

43. Who is the Chief Justice of the Supreme Court?
William Rehnquist (or whoever is next)

44. Can you name thirteen original states?
Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

45. Who said, "Give me liberty or give me death?"
Patrick Henry

46. Which countries were our enemies during World War II? *Germany, Italy, and Japan*

47. What are the 49th and 50th states of the Union?
Hawaii and Alaska

48. How many terms can the President serve? *2*

49. Who was Martin Luther King, Jr.?
A civil rights leader

50. Who is the head of your local government?
(insert local information)

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
Must be a natural born citizen of the United States; must be at least 35 years old by the time he/she will serve; must have lived in the United States for at least 14 years

52. Why are there 100 Senators in the Senate?
Two (2) from each state

53. Who selects the Supreme Court justices?
Appointed by the President

54. How many Supreme Court justices are there?
Nine (9)

55. Why did the Pilgrims come to America?
For religious freedom

56. What is the head executive of a state government called? *Governor*

57. What is the head executive of a city government called? *Mayor*

58. What holiday was celebrated for the first time by the American colonists? *Thanksgiving*

59. Who was the main writer of the Declaration of Independence? *Thomas Jefferson*

60. When was the Declaration of Independence adopted? *July 4, 1776*

61. What is the basic belief of the Declaration of Independence? *That all men are created equal*

62. What is the national anthem of the United States?
The Star Spangled Banner

63. Who wrote the Star Spangled Banner?
Francis Scott Key

64. Where does the freedom of speech come from?
The Bill of Rights

65. What is the minimum voting age in the United States? *Eighteen (18)*

66. Who signs bills into law? *The President*

67. What is the highest court in the land?
The Supreme Court

68. Who was the President during the Civil War?
Abraham Lincoln

Citizenship Test Preparation

100 Citizenship Interview Questions, continued

69. What did the Emancipation Proclamation do?
Freed many slaves

70. What special group advises the President?
The Cabinet

71. Which President is called the "Father of our Country?" *George Washington*

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
Form N-400, Application to File Petition for Naturalization

73. Who helped the Pilgrims in America?
The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America? *The Mayflower*

75. What are the 13 original states of the U.S. called?
Colonies

76. Name three rights of freedom guaranteed by the Bill of Rights.
1. The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
4. The government may not search of take a person's property without a warrant.
5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
7. The right to trial by jury in most cases.
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
9. The people have rights other than those mentioned in the Constitution.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

77. Who has the power to declare war? *The Congress*

78. What kind of government does the United States have? *Republican*

79. Which President freed the slaves?
Abraham Lincoln

80. In what year was the Constitution written? *1787*

81. What are the first ten amendments to the Constitution called?
The Bill of Rights

82. Name one purpose of the United Nations.
For countries to discuss and try to resolve world problems, to provide economic aid to many countries

83. Where does Congress meet? *In the Capitol in Washington, D.C.*

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
Everyone (citizens and non-citizens) living in U.S.

85. What is the introduction to the Constitution called? *The Preamble*

86. Name one benefit of being a citizen of the United States.
Obtain federal government jobs, travel with U.S. passport, petition for close relatives to come to the U.S. to live, vote in elections.

87. What is the most important right granted to U.S. citizens? *The right to vote*

88. What is the United States Capitol? *The place where Congress meets*

89. What is the White House? *The President's official home*

90. Where is the White House located?
Washington, D.C. (1600 Pennsylvania Avenue, N.W.)

91. What is the name of the President's official home? *The White House*

Citizenship Test Preparation

100 Citizenship Interview Questions, continued

92. Name the right guaranteed by the first amendment? *Freedom of: speech, press, religion, peaceable assembly, and requesting a change of the government*

93. Who is the Commander in Chief of the U.S. military? *The President*

94. Which President was the first Commander in Chief of the U.S. military? *George Washington*

95. In what month do we vote for the President? *November*

96. In what month is the new President inaugurated? *January*

97. How many times may a Senator be re-elected? *There is no limit.*

98. How many times may a Congressman be re-elected? *There is no limit.*

99. What are the two major political parties in the U.S. today? *Democrat and Republican*

100. How many states are there in the United States today? *Fifty (50)*

MULTI-LEVEL

Oral Citizenship Review

1 → 6

To measure the oral and aural English skills of adult learners and to familiarize students with format of INS Oral English Interview.

Length of Activity: Approximately 20 minutes per interview.

(Two – three instructors give interviews simultaneously in separate rooms.)

Instrument: CASAS ORAL CITIZENSHIP REVIEW
(25 citizenship questions; 5 workforce questions);
(used by permission from CASAS. Lise Wanagee, Representative)
(Copyrighted: only synopsis of interview: Attachment A)

What will students do?

Respond orally to scripted protocol of questions on CASAS Citizenship Interview Test.

What will teachers do?

- Train and be certified in administration of CASAS Test.
- Secure private room for interview.
- Administer questions privately.
- Score interview according to scale provided.
- Share privately with student at next class.
- Give overall indicators to class.
- Begin instructional curriculum development.

Activities used to implement this learning plan.

Administrators/Instructors:

1. Trained and approved as certified test administrators.
2. Secure field piloted tests from respective company.
3. Advertise class.
4. Enroll ESL students in class.
5. Secure private rooms for administering oral interviews.
6. Conduct interview, following scripted protocol.
7. Score per interview.
8. Share with student at later date.
9. Give overall indicators to class.
10. Take suggestions from class on topics for students' writing journals.
11. Begin instructional curriculum development, including workforce training.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program

Oral Citizenship Review, continued

Students:

1. Enroll in ESOL classes
2. If qualified, NOT U.S. Citizen and/or need upgrading in English linguistic skills, participate in oral interview activity
3. Answer questions in English, if possible
4. Begins journals, writing in English at each class session
5. Academic assessment
6. Workplace technology skills training

What evidence will you look for to know that learners are developing this learning skill?

- Scores: (1 – 30) and interviewer's opinion if examinee prepared for INS oral English interview. (Scores cannot be transferred into scaled scores on Pilot Field Test.)
- Upgrading in individual's English word development:
  — Phonetic development.
  — Oral-communicative skills: life skills: community/government, medical, family support systems, shops/stores, businesses, calendar events.
  — Journaling per class session: increase in written English words, not sentence structure.
  — Sight word recognition.
- Academic upgrade/GED preparation.

How will you collect this evidence?

- Documented oral English proficiency/basic demographic answers given in English.
- Foundation provided for curriculum development.
- Academic upgrade and/or GED preparation.

Instructor Comments and Reflections

When CASAS Citizenship Interview Test is formally published next year, test results will assist test administrators in determining:

- Examinee's CASAS scaled score for oral skills.
- Competencies which examinee needs to master.
- Readiness for passing INS Oral Interview.

ATTACHMENT A:

Synopsis: CASAS Citizenship Interview Practice Test

Oral Citizenship Review, continued

Oral assessment, administered one-on-one in controlled interview format. Designed to assist AE Program to determine whether learner ready for naturalization oral English interview.

Five sections: total 25 questions.

- Swearing in/screening.
- Basic communications skills.
- Intermediate communications skills.
- Advanced communications skills.
- Additional eligibility factors.

One supplemental section: 5 questions: linking items: workforce related.

- Questions focus on personal information and topics from N-400 Application for Naturalization.
- Screening instrument for communicative English proficiency.
- Designed for use with learners from any language background.
- Questions are scored: zero (0) if oral response not given in English. One (1) if answered in English.
- Interviewer records whether individual is prepared, almost prepared, or not prepared for INS Interview.

1 → 6

MULTI-LEVEL

Decoding Citizenship Vocabulary the Easy Way

Identifying long and short vowel sounds/decoding words for pronunciation.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education

Length of Activity: 1 hour

What will students do?

- Learn to decode words (in order to pronounce them) by identifying long and short sounds of citizenship vocabulary.
- May work in pairs or in small groups to compare answers.
- Speak the sounds in order to learn and decipher long and short sounds.

What will teachers do?

The teacher will explain the long and short sounds and give examples of each. As the teacher presents the lesson, it is a good idea to encourage students to give examples of words with long and short sounds. Soon it will be clear that there are many words with spellings that do not fit this pattern. "Welcome to English," I say. For now, stick to only those words that fit this simple long and short vowel sound system. The teacher points out to students that there are many spelling and sound examples in English that are irregular. Students can deal with these at another time. Today, the lesson must focus on words that fit this simple pattern. For long sounds, you must hear the letter in the word, for example: long a = hay; long e = eagle; long i = ice; long o = ocean; long u = uniform. For short sounds: short a = apple; short e = egg; short I = hit; short o = hot; short u = cut.

Activities used to implement this learning plan.

Teacher presents the long and short vowel presentation, inviting students to respond and give examples. The teacher answers questions, omits words that do not fit the pattern and writes the information on the board. The teacher writes a e i o u across the board in chart form and deciphers long and short sounds: "-" for long and "u" for short, over the letter in the word. This is the traditional way. The difference in this lesson is that if the spelling does not fit the pattern, the teacher throws out the word. It is too confusing. The citizenship vocabulary was chosen because these words fit the pattern. Again, students can deal with irregulars at a later date.

Vocabulary

pledge, freedom, city, tax, judge, uniform, flag, states, people, oath, capitol, president, must, vote, job, united, holiday, parade, bill, vice (president), photo, rights, absentee, Ulysses (S. Grant), electoral, ballot, precinct, future,

Decoding Citizenship Vocabulary the Easy Way, continued

alien, Grover (Cleveland), patriotic, register, civil, Polk (James K.), fireworks, eagle, trust, liberty, congress, suffragists, John (Adams), primary due (process of law), Al (Gore), null (and void), capitalism, higher (law), Unitary (government), overriding (a veto), delegate, John (Adams), checks (and balances), justice, Mayflower (Compact), unconstitutional, Republican (party), diverse (community), dictatorship, monarch, Democratic (party), equal (representation), common (good), Independent (party), treason, protection

Conversation

"Students remember, you must hear the sound of the letter for a long sound." "For example, Over…hear the o? Good, that is the long o." "Welcome to English!" "Be consistent with the short sounds." "No irregular sounds are allowed, our task is to establish a pattern that will work for us right now."

Homework

Students may look up definitions in the dictionary. Tell students to choose the definitions that relate to civics. The teacher may want to clarify these terms at another class period from selected civics texts.

What evidence will you look for to know that learners are developing this learning skill?

- Students can orally give examples of all vowel sounds, long and short.
- Students can complete charts writing examples of all the vowel sounds of English, long and short.

How will you collect this evidence?

Written work of completed charts by students, teacher observation of brief oral interviews

Instructor Comments and Reflections

Teaching this simple system in comparison to teaching the new universal system of English pronunciation is much easier for students. If advanced students want to learn the universal system later, I provide it. My Asian students particularly love learning systems. They have said so many times, "Wow! Teacher, thank you! Now I understand!!!"

Decoding Citizenship Vocabulary the Easy Way, continued

Answer Sheet

Short a	Long a
flag	states
capitol	parade
tax	

Short e	Long e
pledge	freedom
president	people

Short i	Long i
city	rights
bill	vice (president)
holiday	vote
job	oath
	photo

Short u	Long u
judge	united
must	uniform

Short a	Long a
absentee	alien
ballot	patriotic

Short e	Long e
electoral	precinct
register	eagle

Short i	Long i
civil	primary
liberty	fireworks

Short o	Long o
congress	Polk (James K.)
John (Adams)	Grover (Cleveland)

Short u	Long u
suffragists	future
trust	Ulysses (S. Grant)

Short a	Long a
Al (Gore)	Adams (John)
capitalism	Mayflower Compact

Short e	Long e
delegate	Republican (party)
checks (and balances)	equal (representation)
Democratic (party)	treason

Short i	Long i
dictatorship	higher law
Independent (party)	diverse (community)

Short o	Long o
common good	overriding (a veto)
monarch	protection

Short u	Long u
justice	due (process of law)
unconstitutional	unitary (government) ex. Great Britain
null (and void)	

MULTI-LEVEL

Speaking Drill: The American Speak

Reading and Speaking

Length of Activity: 20 minutes or less

What will students do?

- Listen as the teacher speaks each lesson drill.
- Read and speak the lessons in unison with the teacher and other students. (*"Speaking Lessons" follow this Student Learning Plan*)

What will teachers do?

- Read and speak the practice lesson drills.
- Keep the momentum of the lesson from dragging. Some students will hesitate and pause, but the purpose of the lesson is to model "real-life" English or the superlatives of our language. Read and speak the lessons one at a time. Then have students repeat each lesson after the teacher. After developing a habit of devoting 20 minutes or so a lesson to speaking and reading these lessons, the teacher will notice students becoming familiar with the lessons. The practice lessons allow students opportunities to speak without embarrassment, because familiarity of English speaking patterns increases. In the beginning lessons, the teacher should "model" and refrain from correcting students. Just let students develop "an ear" for pronunciation. Corrections can come later, but not in the beginning stage.
- Read and speak with the students as needed in a loud voice. Encourage others to use a "loud" voice.
- Practice drill can be fun and energetic! Use them to open the class, change the mood of the class or to close a class.

Activities used to implement this learning plan.

The teacher passes out copies of speaking lessons to all students. The teacher reads one lesson. The students repeat the lesson after the teacher. (Teacher reads with students.) In the beginning there are too many new words for students; the teacher must "lead" with conviction in order for this lesson to be successful. It is the rise and fall of the sentence patterns, the inflections, the intonations, the sounds of English emphasis or explosives that make speaking lessons so valuable!

Vocabulary

There is a wealth of vocabulary in each lesson to apply or relate to other lessons.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education

Speaking Drill, The American Way, continued

Conversation

"First, I will read the lesson; please listen carefully." "Next, it is your turn, and I will help." "Don't try to be perfect, just keep it moving!" "Good job!" "Very good." "Keep trying!" "Don't worry about all the words. We will read them so many times you will learn them. Just relax, try the sounds and listen. If it helps, move your finger along with the words or use a strip of paper."

Homework

Encourage students to take copies home and practice daily as little or as much as possible. The mouth has muscles that need to be exercised by speaking English words. My students told me, "My mouth is hurting!" This is normal.

What evidence will you look for to know that learners are developing this learning skill?

Within a few weeks the teacher will begin to realize an improvement through teacher observations.

How will you collect this evidence?

Teacher observation of student participation.

Instructor Comments and Reflections

This is possibly the most valuable type of lesson I use. By familiarizing themselves with or partially memorizing phrases, words and word chunks, the students often benefit in comprehending language in their own individual way. All it takes is 20 minutes of daily practice drill!

Speaking Drill, The American Way, continued

Speaking Lessons

Lesson One: My Country 'Tis of Thee: Thesaurus Musicus London

My country 'tis of thee, Sweet land of liberty, of thee I sing;
Land where my fathers died, Land of the Pilgrim's pride,
From every mountainside, let freedom ring.
Our father's God, to thee, Author of liberty, to thee we sing.
Long may our land be bright with freedom's holy light;
Protect us by thy might, Great God our King.

Lesson Two: Article 1 of the Bill of Rights

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Lesson Three: Related Speech Excerpt: Abraham Lincoln

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and orphans, to do all which may achieve and cherish a just and a lasting peace among ourselves and with all nations.

Lesson Four: O Beautiful for Spacious Skies: Samuel Augustus Ward

O beautiful for spacious skies, for amber waves of grain,
For purple mountains majesties above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood from sea to shining sea!
O beautiful for pilgrim feet, whose stern, impassioned stress
A thoroughfare for freedom beat across the wilderness!
America! America! God mend thine every flaw,
Confirm thy soul in self-control, thy liberty in law!
O beautiful for heroes proved in liberating strife,
Who more than self their country loved, and mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness, and every gain divine!
O beautiful for patriot dream that sees beyond the years
Thine alabaster cities gleam, undimmed by human tears!
America! America! God shed His grace on thee,
And crown thy good with brotherhood from sea to shining sea!

Lesson Five: Article 14 Section 2: Citizenship defined; privileges of citizens

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Lesson Six: The American's Creed: William Tyler Page

I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the Governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

Speaking Drill, The American Way, continued

Lesson Seven: The Call To Arms: Patrick Henry (abridged)

Mr. President, it is natural to people to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth. Is this the part of wise people, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it. … Gentlefolk may cry "Peace, peace"—but there is no peace. Why stand we here idle. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? I know not what course others may take; but as for me, give me liberty or give me death.

Lesson Eight: The Constitution of the U.S.A. (preamble)

We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Lesson Nine: Gettysburg Address, Abraham Lincoln (abridged)

Fourscore and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all people are created equal. Now that we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated can long endure… We here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that this government of the people, and for the people shall not perish from the earth.

Lesson Ten: The Declaration of Independence: Thomas Jefferson (abridged)

We hold these truths to be self-evident, that all people are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among people, deriving their just powers from the consent of the governed. That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Lesson Eleven: The Declaration of Independence: Thomas Jefferson (abridged)

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinion of peoplekind requires that they should declare the causes which impel them to the separation.

Lesson Twelve: The Star Spangled Banner: Francis Scott Key

Oh, say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rockets red glare and bombs bursting in air
Gave proof through the night that our flag was still there.
Oh, say does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

MULTI-LEVEL

Expressing Pleasure When Receiving Gifts

Length of Activity: 1 hour

What will students do?

- Role-play receiving a gift and expressing pleasure.
- Write thank-you notes.

What will teachers do?

- Talk about giving and receiving gifts (holidays, birthdays, etc.).
- Lead discussion of gifts that made students happy.
- Elicit vocabulary from students (big, small, flat, square).

Activities used to implement this learning plan.

- Teacher will talk about giving and receiving gifts (holiday, birthdays, etc.) Teacher will elicit gift ideas from students which made them happy or gifts that disappointed them or didn't fit.
- Teacher will show the gift box to students and ask them to describe what could be in it. (The guesses will depend on the shape and size of the box). Adjectives such as big, small, flat, square should be elicited from students.
- Teacher models gift-giving vocabulary ("Happy Birthday, Aunt Jane!"). Teacher asks class for some other gift-giving occasions. (Merry Christmas, Happy Anniversary, Happy Mother's Day).
- Teacher models vocabulary for receiving the gift. ("It's lovely, thank you.") Teacher asks class for some other vocabulary for saying thank you. ("I love it!", "How nice!", "What a beautiful color!")
- Class can be split into small groups or pairs depending on the ability of the beginning students to role-play the occasion, the gift and the vocabulary for the giver as well as the recipient.
- Students can then write a thank-you note specific to the gift they used in the role-play.

What evidence will you look for to know that learners are developing this learning skill?

Students will understand new vocabulary and be able to write "thank you" notes.

How will you collect this evidence?

Collect "thank you" notes created by students.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Beth Christopher

COUNTY/PROGRAM:
Bedford County Adult Education Program

1 → 6

MULTI-LEVEL

Driver's License: Teaching Traffic Laws, Licensing Requirements, and Traffic Accident Procedures

Length of Activity: Several class periods, depending on needs and level of students.

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- ✓ 7. Solve Problems and Make Decisions
- 8. Plan
- 9. Cooperate With Others
- 10. Advocate and Influence
- ✓ 11. Resolve Conflict and Negotiate
- 12. Guide Others
- 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

What will students do?

- Learn basic traffic laws and regulations.
- Familiarize themselves with common road signs, and learn how to read and fill out a driver's license application.
- Learn about laws regarding liability insurance, how to respond to police if stopped for a traffic violation, and the proper procedure in case of a traffic accident.

What will teachers do?

- Provide materials to review basic traffic laws and regulations. (Tennessee Driver's Manuals should be made available to students who wish them. The manuals are available in Spanish.)
- Show and drill students on meanings of different traffic signs.
- Encourage students to bring in questions or examples of unusual signs they may see.
- Provide driver's license forms for students to practice completing.
- Drill students on reading information from these forms.
- Help students answer questions about height and weight by bringing scale and tape measure to class and allowing students to measure their height and weight.
- Bring an auto insurance policy, declarations statement, and proof of insurance cards to class for demonstration.
- Explain appropriate behavior when stopped by police and lead the students in role-playing exercises for traffic stops and for accidents.
- Share and allow students to share personal experiences.

Activities used to implement this learning plan.

- The teacher will outline and discuss basic driving rules using Tennessee Driver's Manual as a guide. This is not intended to be an exhaustive lesson, but should familiarize students with speed limits, signs, laws against drinking and driving, school zone and school bus laws, signaling, and accident procedures. This activity should take one to two class periods.

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education

Driver's License, continued

- The teacher will discuss requirements for a Tennessee driver's license: identification, including social security number, passing a written test, driving test, and eye test.
- The teacher will provide blank applications for students to practice filling out. She will help students measure and weigh themselves.
- Teacher and students with driver's licenses may share them with the class, allowing others to answer questions based on information on the licenses, such as address, date of birth, height, etc.
- Students will have the opportunity to see an automobile insurance policy. The teacher may also share proof-of-insurance cards, monthly insurance statements, declaration of coverage, etc., to familiarize students with these documents. *These activities should take one class period.*
- The teacher will discuss with students traffic violations and traffic accidents and appropriate behavior in these circumstances. The teacher may play the police officer's role in the situation of a traffic stop. Students will take turns role-playing their responses. The teacher will create a scenario of a traffic accident with and without injuries, allowing students to suggest appropriate responses. Students may want to share personal experiences with the class. *This activity should take one class period.*

What evidence will you look for to know that learners are developing this learning skill?

- Students will be able to identify signs and fill out forms.
- Students will be able to respond to simple questions and requests during role-playing.

How will you collect this evidence?

Students' license "applications" may be collected and kept in their folders. Some students will be able to document their success by acquiring a driver's license or by obtaining auto insurance.

Instructor Comments and Reflections

This was a rather ambitious project. Since many students attend classes irregularly, any lesson that lasts more than one class period may seem disconnected if they miss a class. I have taken this into consideration and tried to make each lesson self-contained so that the student learns something valuable from any one class period even if (s)he doesn't get to attend the entire series. This activity can be multi-level but may be difficult for very low level students. Remember that some very limited-English students drive on a regular basis (either legally or illegally). These students, above all,

Driver's License, continued

need to have a basic understanding of traffic laws. Even more advanced students, or students who already have a driver's license, can benefit from the extra practice and exposure to our driving laws.

Suggested Materials

- Tennessee Operator's Manual.
- Paper or plastic road signs (available through ESOL catalogue or teacher's supply store).
- Tape measure and weight scale.
- Driver's license application form (you may be able to obtain these along with operator's manuals from your Driver's License Testing Center or local highway patrol. If not, any form that asks for name, address, birth date, height, weight, eye and hair color can be adapted for this purpose.

Learning Styles Addressed

Sharing samples of a driver's license, insurance policies, etc., and drilling with road signs will aid tactile and visual learners.

MULTI-LEVEL

Civics Books of America: A Silent Sustained Reading (S.S.R.) Exercise

1 → 6

Reading (followed by speaking and/or writing assessment if the teacher chooses)

Length of Activity:
(S.S.R.): 20 minutes
Speaking: 15 minutes (depending on class size)
Writing: 20 to 30 minutes and then move to computers to type a copy, if available.

What will students do?

- Participate in a Silent Sustained Reading (S.S.R.) exercise for at least twenty minutes.
- Choose civics books to read on various subjects related to Americans and how they built their country. Students are free to change books as many times as they like. If a book seems interesting and later does not, the student may change books. The student keeps choosing books at will. After the twenty minutes, and the teacher decides to assess the activity, the student will summarize his/her reading experience for the teacher and/or class by speaking. The students may also write about their experiences in sentence, paragraph or essay form (depending on the level of the student).

What will teachers do?

- Give directions for the S.S.R. activity.
- Research her/his collection of books before hand and take them to class. The teacher may have to visit several libraries before finding enough books on this subject. Books on the beginning level are the most difficult to find, but are available. The teacher assumes responsibility for the books and therefore must tell students not to borrow them without permission or special arrangements. Repeat this activity each class meeting to encourage reading. According to research, this activity is the best way to improve reading and vocabulary scores. The teacher does not make corrections during speaking, unless asked. The teacher assists students one-on-one with writing as student self-corrects.

Activities used to implement this learning plan.

First: Start with S.S.R.

Second: Begin speaking activity for the group (or teacher if the speaking opportunity is for assessment).

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education

Civics Books of America, continued

Third: Begin the writing activity and teacher-assisted self-correction for assessment, if appropriate.

Fourth: Students move to computers to type their work, if computers are available.

Vocabulary

Varies with each student.

Conversation

What books did you like best, least and why?

Cultural Differences

Teacher may find some students are unaccustomed to silent reading. Be patient, they will adapt.

What evidence will you look for to know that learners are developing this learning skill?

Students reading books with high interest.

How will you collect this evidence?

Teacher observations, speaking and writing samples for assessments, if desired by the teacher.

Instructor Comments and Reflections

This activity requires preparation and the constant changing of books by the teacher, but it is a high interest and valuable activity for improving vocabulary and reading scores. The student takes responsibility for his/her own learning. The teacher may find librarians that might prepare a collection of books for this activity and this would cut preparation time.

MULTI-LEVEL

Inauguration Day: Teaching Fundamentals of U.S. Government, Electoral Process, Symbols and Traditions

1 → 6

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- 8. Plan
- ✓ 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- ✓ 12. Guide Others
- ✓ 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- ✓ 15. Learn Through Research
- ✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education

Length of Activity: about 2 hours, depending on size and variety of origins in the class

What will students do?

- Communicate in English with the teacher and their classmates.
- Learn about American government, electoral process, symbols and traditions.
- Share information about their own country's government, electoral processes, symbols and traditions with the class.
- Be encouraged to follow current events outside of class and further investigate related issues through media and Internet.

Suggested Materials:*

Citizenship: Passing the Test. New Readers Press. pp. 4-17.

The Oxford Picture Dictionary, (black edition) Oxford University Press. p. 116.

What will teachers do?

- Initiate discussion by creating or selecting a topical English passage for study and translation.
- Supply additional materials for classroom use.
- Lead discussion and ask questions of students about their own countries, encouraging students to listen and speak as well as draw and sing. (Teacher must be willing to lead the way with these activities.) The teacher will ask students to follow political events outside of class through media or Internet.

Activities used to implement this learning plan.

I begin this activity by writing a brief English passage on the board for students to copy. I usually create this passage using vocabulary I want to introduce and sentence structure I want to teach. I usually write about something topical, in this case, the Presidential Inauguration, or anything related to the subject I want to teach that day. The passage is already on the board prior to class so that students routinely enter class and begin to copy the passage and work independently at translating it. This time allows latecomers to get settled so that no one misses anything. When everyone has completed copying

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* The books used in this exercise are a suggestion only. Other resources are available that might be as useful in presenting the lesson. The main point is that the discussion and classroom interaction is the goal, not the completion of a set amount of written material.

Inauguration Day, continued

the passage, I begin by reading it aloud, slowly and clearly. Then I repeat the passage, phrase by phrase, working at translation or understanding. I do not translate works but draw, act out, or otherwise explain. Students are encouraged to ask questions or suggest other works that they know that might help explain the passage. Even very low level students can usually understand the main point of a passage, if not every word.

After introducing the subject of government and election of new leaders with the translation passage, I used pages 4-17 of *Citizenship: Passing the Test* (New Reader's Press) to extend the discussion. We worked through the section page by page, allowing individual students to read the brief passages aloud. Then I allowed time for individual students to address the classroom with their responses to the questions. For example, on page 4, students responded to "Which country are you from?" by naming their countries and locating them on the wall map for the class. Page 5 asks students to find their country's flag in the drawing. I asked my students to draw their flag on the board for us and explain the colors and symbols. (I began by drawing and explaining the U.S. flag.) When we discussed national anthems on page 9, I sang a few lines of "The Star Spangled Banner," then allowed students to share by singing their own anthems. (I didn't force anyone to do this, but I was surprised by how many were quite willing and proud to sing theirs.) We compared election procedures and political parties and various other government institutions. Students were encouraged to share similarities and differences between their countries and the U.S.

What evidence will you look for to know that learners are developing this learning skill?

Students are able to read and comprehend the passage with assistance. Students are able to discuss and share their knowledge with classmates.

How will you collect this evidence?

Classroom observation of students; collection of extra information or artwork that students may bring to class after lesson.

Instructor Comments and Reflections

This is sort of a free-wheeling exercise that gives students many opportunities to practice speaking and listening to the teacher and each other. I love this type of activity and so do my students. We all learned many interesting similarities between our countries (e.g. We learned that our special District of Columbia surrounding our capital is common throughout many countries. Mexico, Columbia, and even Honduras have a special district that incorporates their nation's capital.) I also had one student come to class the next day with several pages of material she had taken from the Internet about her country's flag and national anthem.

MULTI-LEVEL

Christmas Card

1 → 6

Length of Activity: One 2-hour class period with follow-up in a subsequent class

What will students do?

- Read and examine model Christmas cards in class.
- Select a Christmas card provided by the teacher, write a brief message to a friend or the teacher, address the envelope, and mail the card.
- Learn the locations of area post offices.
- Learn about purchasing stamps and mailing packages at the post office.

What will teachers do?

- Bring in several Christmas cards with brief messages so that students may examine them. The cards should include addressed envelopes so students can identify different elements required for posting a letter.
- Supply a variety of blank Christmas cards for the students to choose from. The teacher may supply supplemental texts or handouts for students to read and practice on.
- Use a county map to help students locate the main post office and branches in the area.

Suggested Texts and Materials

- Freeman, Daniel B. *Speaking of Survival.* Oxford University Press. pp. 114-116.
- Molinsky, Steven J. and Bill Bliss. *Foundations.* pp. 148-150 and *Foundations Activity Workbook.* Pearson Education ESL. pp. 96-97.
- Zevin, Patricia E. *New Oxford Picture Dictionary Beginner's Workbook.* Oxford University Press. pp 62-63.
- City/county map. (Our Chamber of Commerce provides maps for our ESOL students free of charge.)

Activities used to implement this learning plan.

- Begin the activity by explaining the tradition of sending Christmas cards. Show students some Christmas cards that you have received, especially those with brief messages inside. Saved envelopes are also very helpful so students can identify the address, return address, stamp and postmark.
- Use handouts or workbook pages from one of the selected texts or other related material to discuss the post office, buying stamps, wrapping and mailing packages, different shipping rates, addressing an envelope, and mailing a letter. (Don't forget to include instructions on how to mail a letter from your home mailbox.)

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education

Christmas Card, continued

- Use a classroom map of your county to help students locate the post office, including branches, and let them select the site most convenient for them.
- Have students select a blank Christmas card from your supply. (I buy these at the end of the season and keep them on hand.) Let them decide to whom they would like to send the card. (The recipient they choose should reside in the U.S.) If they don't have the address, encourage them to send a card to you or to one of their classmates. They may want to practice writing a short message on plain paper before they commit it to the actual card.
- Circulate among the students and help with the message writing, offering suggestions where needed. Direct students to address the envelopes. You may want to supply postage and ask the students to mail the cards themselves (either at the post office or from a home or municipal mailbox), or you may want to suggest independent trips to the post office to buy stamps and to mail the cards.
- Ask students who receive a card in the mail from a classmate to bring it to class, and be sure to bring any cards that the students have sent to you so that they can see their accomplishment.

What evidence will you look for to know that learners are developing this learning skill?

Students will demonstrate their understanding of the skill by writing and addressing a Christmas card.

How will you collect this evidence?

Teacher will keep cards and envelopes received in the mail in the students' folders. She will note in the senders' folders any cards that classmates have received.

Instructor Comments and Reflections

This activity worked well in class, and students were delighted to mail a card to their teacher or friends. This activity could be adapted to other times of the year when cards are appropriate. The teacher might also keep a selection of all-purpose cards on hand and have the class as a whole mail get-well cards, sympathy cards, congratulation cards, etc. The students could write individual notes or just sign their names and have one student address the envelope, but the exercise can be used as a review for the entire class.

MULTI-LEVEL

Super Bowl

1 → 6

Length of Activity: 1 to 2 hours

What will students do?

- Read and learn about a popular American sports event, the Super Bowl.
- Play a game that reviews and teaches selected competencies using the framework of the Super Bowl.

What will teachers do?

- Write a brief translation passage on the board explaining the Super Bowl. (This game can be adapted for any timely sports event such as the World Series, the NBA playoffs, etc.)
- Develop a set of questions based on competency skills, divided into three levels of difficulty. Each question will be clearly written in bold marker on a 3x5 card. On the back of each card, a point value is assigned: Touchdown (6 points) for most difficult, Field Goal (3 points) for medium difficulty, and Extra Point (1 point) for easiest. The cards will be placed face down on the table in three stacks where students can reach them.
- Divide class into two teams, having advanced and lower level students evenly dispersed between the two teams. The teams will take the names of the Super Bowl opponents, i.e., the Baltimore Ravens and the New York Giants.

Sample translation passage

Today is Saturday, January 27, 2001. Tomorrow is Super Bowl Sunday. That is the day the National Football League (NFL) Championship game is played. The teams playing in this year's Super Bowl are the Baltimore Ravens and the New York Giants. The game will be played in Tampa, Florida. Millions of people all across the United States will watch the game on television. Super Bowl parties have become a tradition for many football fans. They gather in homes and restaurants and bars to watch the most important professional football game of the season.

Sample quiz questions

- **Extra point:** Spell your first name. What time is it? What country are you from? Count to ten. Count the number of people in class today. What day of the week is it?
- **Field goal:** Name five things in this classroom. Name the months of the year. What coin is worth twenty-five cents? Name eight colors.
- **Touchdown:** Name six parts of the body. Give directions to the bathroom. Name five household appliances. You have $1 and you spend $ .79 on a soda. How much money do you have left?

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✓ 12. Guide Others
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15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education

Super Bowl, continued

Activities used to implement this learning plan.

- Begin the activity by writing a brief translation passage about the Super Bowl or other competitive event on the board. Allow students several minutes to copy and work on their own at translating the passage. Begin by reading the entire passage aloud, then reading through sentence by sentence working at translation by explaining and acting out as you go.
- Allow some time for discussion of the Super Bowl, football, soccer, and sports in general. Students may want to compare our sports traditions with those in their own countries.
- Explain to the students that they are going to have their own Super Bowl today. Divide them into evenly matched teams and give the teams the names of the opponents in the Super Bowl or other event. Explain the scoring system and model one or two sample questions so students will understand how the game proceeds. A student from the first team selects the point value question he or she wishes to try to answer. A member of the opposing team reads the question aloud and the first player must answer the question. If the answer is correct, the first team wins the appropriate number of points. Play proceeds with a player from the other team answering a question in the same manner. Play alternates from one team to the next with each student getting a chance to select his own difficulty level. The game may end at an established time limit or at an established point value as the teacher sees fit.
- The teacher may want to set aside some time at the end of play to review.

What evidence will you look for to know that learners are developing this learning skill?

- Students' ability to read the questions.
- Students' ability to answer the competency questions.
- Students' ability to interact, cooperate with, and encourage team members.

How will you collect this evidence?

Observation of students during and after the activity.

Instructor Comments and Reflections

This was such fun! This is a variation on a lot of similar question/answer games, but borrows heavily on a suggestion from Sue Gill of Nashville Families First. My students really got into the Super Bowl theme and the competition. Several remarked that they had really enjoyed the class. They all tended to start out very conservatively with their point choices, but as the game heated up, they began to risk taking the more advanced questions for the higher point value. They all want to play again with even more difficult questions. I am thinking of adding a writing component to this activity by asking the students to write some of their own questions.

Several **Learning Styles** are addressed in this lesson. *Tactile* learners enjoy manipulating the question cards. Because the questions are read aloud as well as shown to the player, there is also an *aural* and *visual* component.

MULTI-LEVEL

Workplace Attitude

Length of Activity: 1 to 1-1/2 hours

What will students do?

- Listen to description on workplace attitudes.
- Role-play different attitudes.
- Write an essay concerning what they learned and what attitude seems to work best in the workplace.

What will teachers do?

- Study workplace attitude information.
- Set up classroom for overhead viewer and role-playing.
- Discuss with students different attitudes and show examples.
- Have students show different types of attitudes by role-playing.
- Have students write an essay on the different attitudes and what one they feel fits best in a work situation.
- Read essays and make any corrections. (Looking for appropriate use of the English language and understanding of subject matter.)
- Review subject matter.

Activities used to implement this learning plan.

The teacher will have:

- Reviewed information ahead of time and prepared room layout.
- Had previous discussions concerning work behavior.
- Implemented class lesson on workplace attitudes using transparencies.
- Students role-play each attitude.
- Implemented classroom discussion.
- Evaluated essays for use of English language and understanding of subject matter.

The students will:

- Listen to and discuss work place attitudes.
- Role-play different attitudes.
- Discuss as a group the different attitudes.
- Write an essay concerning the different attitudes and which one they feel is appropriate in the work place.

What evidence will you look for to know that learners are developing this learning skill?

- Communicating with others concerning subject.
- Ability to use words in a general conversation correctly and showing knowledge of information.

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✓ 4. Listen Actively
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✓ 7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program

Workplace Attitude, continued

- Ability to write and communicate thoughts on paper with no problems.
- Ability to develop an opinion, but handle in an appropriate manner.
- Better writing and English skills.

How will you collect this evidence?

Students will write an essay.

Instructor Comments and Reflections

The students have a better understanding of appropriate behavior in the workforce, an ability to handle conflict in the workplace, a better understanding of writing and the English language and a better development of written and oral communication skills.

How Behavior and Work Ethics Go Hand-in-Hand: Four Types of Behavior

Role-Playing

- You are working the line, but there is one employee who is always bothering you.
- You don't like the way this person is always in your way or the things this person is saying to you.
- How will you handle this situation?
- Do this situation in the **aggressive**, **assertive**, **passive** and **indifferent** manner.

Aggressive

To undertake an attack; begin a quarrel. Disposed to vigorous activity.

Assertive

Positive declaration without attempt at proof. Confident.

Passive

Not working, acting or operating; inactive; acted upon, influenced, or affected by something external.

Indifferent

Having no marked feeling or preference; impartial; neither good nor bad.

MULTI-LEVEL

Community Vocabulary Charts

1 → 6

Create Community Vocabulary Chart using English words which network services offered in your county and surrounding area.

Length of Activity: **1 hour to research/develop/design**
5-10 minutes for presentation
10-15 minutes feedback

Instrument/Materials

- Telephone books (Bell South and local telephone).
- County/city maps (provided through Chamber of Commerce).
- Paper, pencils/pens.
- Sample of Community Vocabulary Chart (Attachments: B and C).

What will students do?

- Identify orally major service areas/needs, such as government buildings, medical services, schools, churches, banks, shops, family services, etc.
- Write identified words in English.
- Categorize.
- Determine connecting services/buildings, etc., under each category (content-related vocabulary), writing words in English.
- Use maps/phone books for research (Instructor checks for student knowledge of English alphabet).
- Use sample chart as guide.
- Create, via group interactions, English vocabulary word "hooks" regarding community services, one category per group.
- Design/evaluate group charts.
- Work cooperatively with other groups to design overall Community Chart (Each group decides on 1-2 persons within their group to work together with other group designees in creating ONE chart).
- Present orally to class (Group assigns one (1) person to present).

What will teachers do?

- Design sample community vocabulary chart, one per group.
- Divide students into groups of 3-4.
- Assess/note student recognition of English alphabet for research purposes.
- Provide and familiarize students with research books.
- Monitor word recognition/writing words in English.
- Encourage expansion chart(s) into other areas: ask how charts may evolve into other area, oral responses to be given in English. Areas may

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10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program

Community Vocabulary Charts, continued

include: government buildings—courthouse offices—car license, taxes, Juvenile Court, etc.

- Evaluate.
- Give positive feedback.
- Post on wall.
- Provide copies for each individual at next class session.

Activities used to implement this learning plan.

- The students will create a vocabulary chart of words used to identify offices and businesses in students' county.
- The class will divide into groups. Each group will be assigned vocabulary words to identify and place in the community chart.
- The teacher will circulate in the classroom to help students where needed.

What evidence will you look for to know that learners are developing this learning skill?

- Interchange/interaction of usage of English vocabulary.
- Recognition of English words.
- Correctly-written English words.
- Improved pronunciation of English vocabulary.
- Successful categorization of words.

How will you collect this evidence?

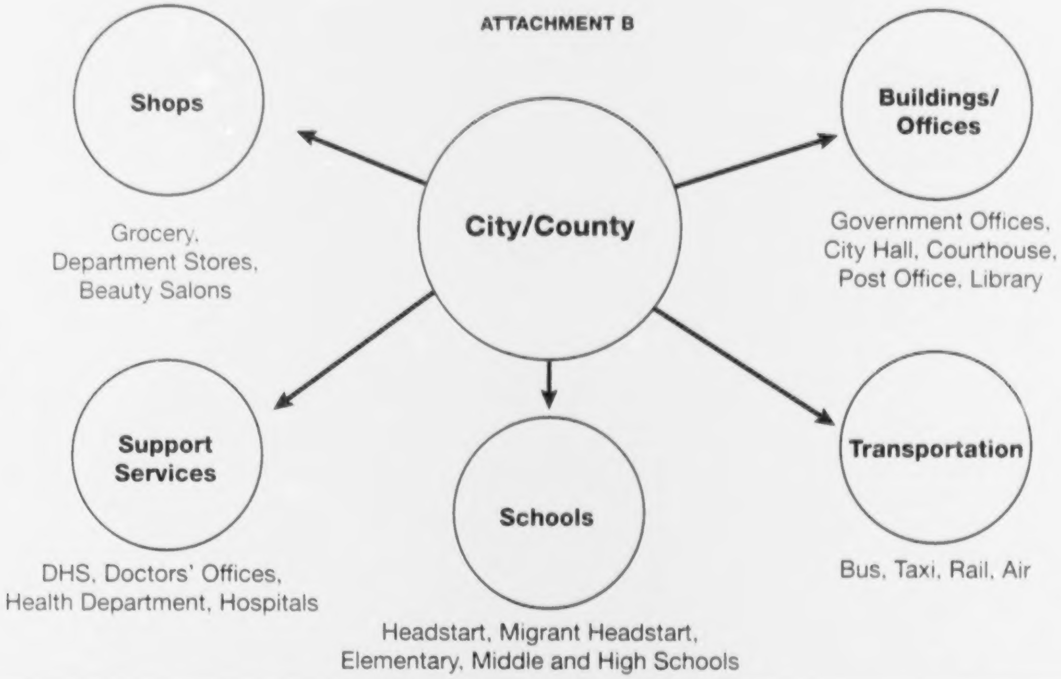
- Creation of Community Vocabulary Chart.
- Increased self-esteem/comfortability in group interactions and oral presentations.

Instructor Comments and Reflections

Charts can be created using any category pertinent to individual and/or respective city/community.

Community Vocabulary Charts, continued

ATTACHMENT B



City/County

Shops

Grocery,
Department Stores,
Beauty Salons

Buildings/ Offices

Government Offices,
City Hall, Courthouse,
Post Office, Library

Support Services

DHS, Doctors' Offices,
Health Department, Hospitals

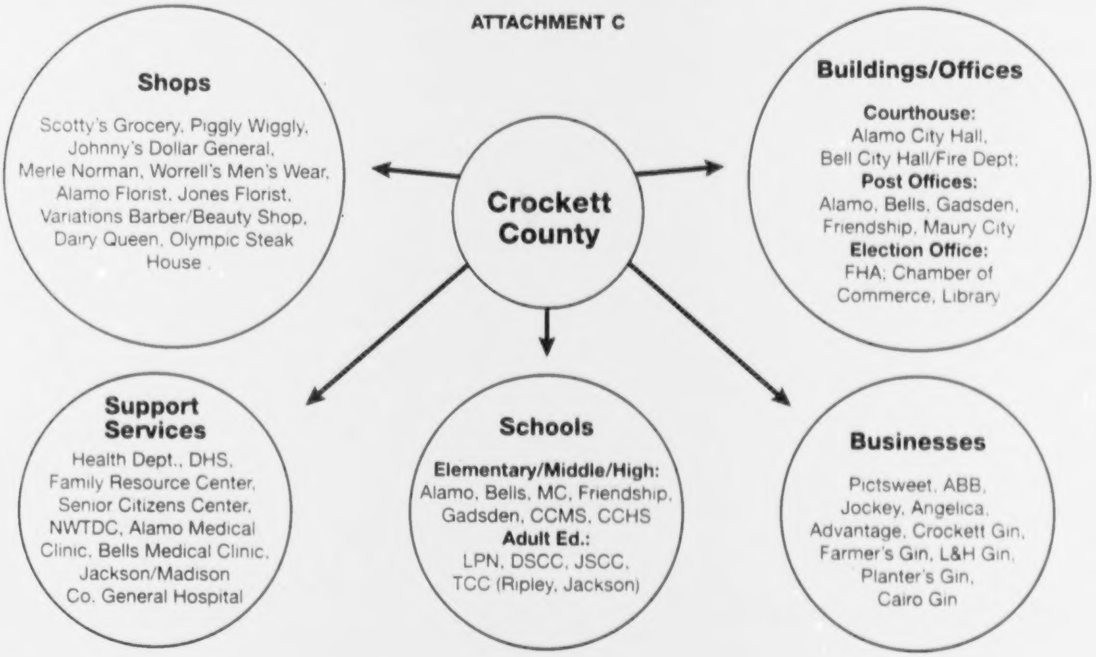
Schools

Headstart, Migrant Headstart,
Elementary, Middle and High Schools

Transportation

Bus, Taxi, Rail, Air

ATTACHMENT C



Crockett County

Shops

Scotty's Grocery, Piggly Wiggly,
Johnny's Dollar General,
Merle Norman, Worrell's Men's Wear,
Alamo Florist, Jones Florist,
Variations Barber/Beauty Shop,
Dairy Queen, Olympic Steak
House .

Buildings/Offices

Courthouse:
Alamo City Hall,
Bell City Hall/Fire Dept;
Post Offices:
Alamo, Bells, Gadsden,
Friendship, Maury City
Election Office:
FHA; Chamber of
Commerce, Library

Support Services

Health Dept., DHS,
Family Resource Center,
Senior Citizens Center,
NWTDC, Alamo Medical
Clinic, Bells Medical Clinic,
Jackson/Madison
Co. General Hospital

Schools

Elementary/Middle/High:
Alamo, Bells, MC, Friendship,
Gadsden, CCMS, CCHS
Adult Ed.:
LPN, DSCC, JSCC,
TCC (Ripley, Jackson)

Businesses

Pictsweet, ABB,
Jockey, Angelica,
Advantage, Crockett Gin,
Farmer's Gin, L&H Gin,
Planter's Gin,
Cairo Gin

1 → 5

MULTI-LEVEL

United States History from 1492-1865

Length of Activity: 2 to 3 class sessions

What will students do?

- Read the three simplified versions of historical periods in the United States.
- Discuss these readings and write a synopsis of the readings.

What will teachers do?

The teacher will supply the readings, will help with the discussion and encourage students to act in a "one-act" play.

Activities used to implement this learning plan.

- The teacher will distribute copies of the history lesson to be read and ask some advanced level students to read it. A discussion will follow and a time line made of the readings.
- Students will divide into groups and write a paragraph about what they have read.
- Students will be encouraged to discuss the early history of their native country.
- Role-playing or a one-act play can be created.

What evidence will you look for to know that learners are developing this learning skill?

Teacher observation of preparation of one-act play and class discussions.

How will you collect this evidence?

- Observation of students' interest in the lesson.
- Students' activities during these sessions.
- Short quiz on information presented.

Instructor Comments and Reflections

This was an enjoyable activity. The students felt that they had learned much about United States history.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Chris Spies

COUNTY/PROGRAM:
Dyer County Literacy

United States History from 1492 – 1865, continued

Reading I:
Colonies in the New World

In 1492, Christopher Columbus sailed to the New World under the flag of Spain. Columbus was originally from Italy. He made four voyages to the Americas.

During the 1500s, Spain was very powerful because of the colonies it had in the New World. The country became very rich because there was a lot of gold and silver in South America. Spain controlled almost all of South and Central America.

The first permanent colony in North America was in what is now called Florida. It was called St. Augustine. It was established in 1565 by the Spanish.

The first permanent English colony in North America was at Jamestown. It was founded in 1607. The colony was named for King James 1 of England. The King James Version of the Bible is also named after him. Jamestown is located in Virginia.

Another important English colony was founded in 1620. It was called Plymouth. The colony's original settlers came to America on the Mayflower. Plymouth is in present day Massachusetts.

Reading II:
The American Revolution

The American colonies fought the British to become an independent country. England had controlled the American colonies for over 150 years. There were some events that made their relationship worsen and led up to a fight for independence.

The Stamp Act of 1765 angered the colonists because they felt it was taxation without representation. There were no American representatives in the British Parliament.

In 1770, an event called the Boston Massacre occurred when British troops fired into a crowd, killing five Americans. The soldiers may have been provoked by the crowd, but it caused more tension between the Americans and the British.

The Tea Act of 1773 placed a levy, or tax, on tea. The Colonists struck back with what is called the Boston Tea Party. Colonists in Boston boarded ships loaded with tea and dumped over 300 chests of tea into the harbor. After this, England's King George III closed the Boston harbor to all commerce. They also placed Massachusetts under military rule and placed thousands of British soldiers in Boston.

In 1775, fighting broke out between the British soldiers, called "lobsterbacks" because of their red uniform coats, and the American Colonists, also called "minutemen" because they were supposed to be ready to fight on a moment's notice. The first battles were at Lexington and Concord in Massachusetts. The battles have been called the "shots heard 'round the world."

In 1776, the colonies formally declared their independence. Thomas Jefferson wrote the Declaration of Independence and it was signed on July 4, 1776.

General George Washington was the leader of the Continental Army, the Americans who fought the British. The Colonists fought the British until their commander, Lord Cornwallis, was surrounded and surrendered at Yorktown in 1781.

The Treaty of Paris formally ended the war for American independence. It was ratified by the American Congress in 1783. In this treaty, the British government officially recognized the United States as an independent nation, and George Washington was elected as the first president of the United States.

Reading III:
The Constitution

The Declaration of Independence was signed on July 4, 1776. This is the official beginning of the United States. The government of the United States as we know it today began later with the adoption of the Constitution.

The Articles of Confederation were the documents that defined the first government of the United States. Many people in the young country thought that the Articles of Confederation were ineffective. They thought that the Articles should be revised.

In the Summer of 1787, delegates from 12 of the 13 states met in Philadelphia for the purpose of revising the Articles of Confederation. George Washington was the chairman of the convention. The delegates decided to change the entire system. They worked together for three

United States History from 1492 – 1865, continued

months during the hot weather to write the Constitution.

In the document, the government is divided into three main branches: the executive, the judicial, and the legislative. The executive branch carries out the laws and is headed by the President of the United States. The judicial branch interprets the laws and is headed by the Supreme Court. The legislative branch writes the laws and includes the House of Representatives and the Senate.

The Constitution also tells about the way the branches interact with each other. This is called a system of checks and balances. This system keeps any of the branches from gaining too much power.

The Constitution also defines the role of the federal government. It separates those areas that are the responsibility of the federal government and those that are the functions of state governments.

The Constitution of the United States was adopted in 1789 after 9 of the 13 states ratified, or approved, the document. The Constitution is often called "the supreme law of the land."

The Constitution can be amended, or changed. It is hard to change the Constitution. There have been only 27 Amendments to the Constitution since it was adopted in 1789. The first ten amendments are called the Bill of Rights. The ability to amend the Constitution allows the document to be flexible and change as the country changes.

Reading IV:
The American Civil War

The American Civil War began in 1861 and ended in 1865. Many of the Southern states seceded, or withdrew, from the United States. The states that remained a part of the United States called themselves the Union. There were many things that helped cause the war. There were also many effects, or outcomes, that the war had on the United States.

A large part of the economy of the Southern states depended on slave labor. Their economy was based on agriculture. Large farms were called plantations. Many plantations across the South were operated using slave labor. Slaves were mainly black Africans. Slaves had very few rights and were not considered citizens of the United States.

There were some slaves in the North, but not nearly as many as in the South. The North had mostly small farms. There was little need for slave labor. The cities in the North had a lot of industry. A large portion of the immigrants coming to the United States went to the North in search of jobs in factories.

The United States in1860 was clearly divided by sectional differences. The South wished to continue to expand slavery and their agricultural way of life. Many in the North wished to contain slavery. Some people in the North, called abolitionists, felt slavery was wrong and wished to make it illegal in the U.S.

In November of 1860, Abraham Lincoln was elected President of the United States. He was from Illinois. He wished to restrict the growth of slavery. People in the South viewed his election as a threat to their way of life and agriculture-based economy.

Before Lincoln took office, many of the Southern states had seceded and formed the Confederate States. They elected Jefferson Davis from Mississippi as their president. They began to prepare for war. The Confederates attacked Ft. Sumter in April of 1861. Lincoln demanded that troops from all the states still in the Union be called for active duty. Because of this, additional Southern states joined the Confederacy.

The Union and Confederacy fought the Civil War for four long years. It was fought mainly in the Southern states. The Union was better supplied and had many more troops. They eventually won the war. The South became a part of the United States again. 600,000 Americans died during the war. Abraham Lincoln was assassinated right after the war ended.

One of the most important outcomes of the Civil War was the ending of slavery in the United States. After the war ended, there were changes made to the Constitution that freed all the slaves, made former slaves citizens, and gave black men the right to vote in elections. These were the 13th, 14th, and 15th Amendments to the Constitution.

MULTI-LEVEL

Groundhog Day

Length of Activity: Parts of this activity may be used as a simple warm-up at the beginning of class and limited to **1/2 hour or so, or it may be extended into a full-length class period** depending on the interest of the class.

What will students do?

- Copy and translate a brief written passage about Groundhog Day from the board.
- Work independently at translating, then actively participate with questions and responses as the teacher reads aloud and helps them understand the passage.
- Share with the class any similar observances or customs they may have in their native countries.
- Learn and practice an English tongue twister.
- Read aloud several "groundhog" songs and will be encouraged to join in singing them to popular tunes.
- Read and answer some multiple-choice questions based on the information they have read and heard from the classroom discussion.
- Do outside research about a superstition or custom from their own country.

What will teachers do?

- Present information about Groundhog Day through written and spoken word.
- Supply additional materials in the form of rhymes, songs, tongue twister, and quizzes.
- Lead class discussion as well as speaking and/or singing activities.
- Encourage students to do outside research on their own traditions and return to share them with the class.

Activities used to implement this learning plan.

The teacher will write the translation passage on the board before class begins so that students can begin work as they enter class. After everyone has had some time to work on writing and translating the passage, the teacher will read it aloud and help students with difficult words, phrases, and concepts. She will try to answer any questions and will present additional information about the way we observe this old superstition. A newspaper picture with Punxsutawney Phil routinely appears on the front page of newspapers all over the country. A news clipping of this ritual would be interesting to share with the class. (I copied and enlarged a picture from Encarta to create

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10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Eston

COUNTY/PROGRAM:
Bradley County Adult Education

Groundhog Day, continued

Sample Translation Passage:

Today is Saturday, February 3, 2001. Yesterday was Groundhog Day. Groundhog Day is celebrated on February 2 of each year, when, according to rural American tradition, the groundhog leaves his burrow where he has been hibernating to see if the cold winter weather will continue. The groundhog, or woodchuck, comes out of his hole to see if he can see his shadow. If the sun is shining, he will see his shadow and will return to his burrow for six more weeks of cold weather. If the day is cloudy and he does not see his shadow, that means spring will come early this year. What did the groundhog see yesterday? What does it mean?

Tongue Twister:

How much wood would a
woodchuck chuck
If a woodchuck could chuck wood?
A woodchuck would chuck all the
wood he could chuck
If a woodchuck could chuck wood.

a bulletin board display.) There are dozens of ideas on the Internet of things to do with children on Groundhog Day. Some of these can be adapted for adults. Some classes may be more willing to sing than others. In any case, the song could be read and recited for oral practice. The woodchuck tongue twister is fun and students often like to compete for the fastest, most accurate pronunciation. The teacher may want to make copies of the groundhog quiz for students to read and answer independently or as a class. The teacher should ask questions and encourage discussion about any similar traditions or superstitions that students may observe in their countries. The teacher will encourage students to do additional research about any such traditions and bring their results back to share with the class.

What evidence will you look for to know that learners are developing this learning skill?

Students will:

- Read and comprehend the passage with assistance.
- Discuss and ask questions about the subject.
- Answer questions about the information presented.
- Improve pronunciation and rhythm through practice.
- Share research with the class.

How will you collect this evidence?

Classroom observation of students; teacher may collect quizzes for student files; student research may be noted in files.

Suggested Materials

- Groundhog Day Songs found at:
  http://ourworld.cs.com/_ht_a/DonaldRHalley/ghdsongs.htm
- Groundhog Day Quiz found at:
  http://www.aitech.ac.jp/~iteslj/quizzes/mc-lb-ghd.html
- Check Internet for additional materials: Search "Groundhog Day"

Instructor Comments and Reflections

This was a fun activity and students seemed charmed and amazed by the hoopla surrounding this old superstition.

MULTI-LEVEL

Christmas Parade

1 → 6

Length of Activity: Two class sessions

EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- ✓ 7. Solve Problems and Make Decisions
- ✓ 8. Plan
- 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- ✓ 12. Guide Others
- 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

SUBMITTED BY:
Suzanne Eston

COUNTY/PROGRAM:
Bradley County Adult Education

What will students do?

- Listen actively as teacher explains the details of upcoming local Christmas parade.
- Learn new vocabulary through context and visual clues.
- Read and translate a brief news release.
- Follow the route of the Christmas parade on a simple outline map and learn important local landmarks.
- Choose a possible site along the route to view the parade from and plan driving routes and parking options.
- Attend the parade if possible and discuss and write about their experience.

What will teachers do?

- Describe the upcoming Christmas parade (or other community cultural event) using vocabulary the students know or can learn from context. New words may be introduced with visual aids (drawings, pictures, or mime).
- Encourage students to ask questions and share knowledge. The specifics of the parade will be presented in handout as a written news brief for the students to read and work at translating.
- Produce this handout by editing news articles for appropriate length and vocabulary level or by writing one (example provided). The handout should include an outline map of the parade route such as might appear in the newspaper.
- Guide the students through the written passage, helping with difficult words or constructions. (Lower-level students may not understand the passage in its entirety, but should have a general understanding of meaning and full understanding of dates and times.)
- Teach map skills and English directional words as you guide students along the parade route and points out landmarks.
- Urge students to attend the parade.

Activities used to implement this learning plan.

- The teacher will begin the session by telling students about the American tradition of the Christmas parade. Describe the typical parade participants, introducing new vocabulary as you go.
- Students will be encouraged to ask questions during this monologue in order to clarify understanding.
- The teacher will hand out a reading passage about the parade, including a

Christmas Parade, continued

map of the parade route and allow the students some time to try to read and translate the passage on their own. Then read it aloud and assist students with understanding.

- The teacher will guide the students as they trace the parade route on their maps and will identify important landmarks along the way. (Local sites may include schools, the Boys' and Girls' Club, the Driver's License Testing Center, the county courthouse, library, monuments, and the Adult Education offices.)
- The teacher will encourage the students to attend the parade to observe and participate in this cultural tradition.
- The teacher will help the students select an observation site and plan how they will drive to the site and where they will park.
- As a follow-up lesson, students will be encouraged to describe the parade orally and/or write about it. They will discuss personal impressions and any difficulties they may have encountered.

What evidence will you look for to know that learners are developing this learning skill?

Students will be able to:

- Demonstrate map skills and show plans for attending the parade.
- Point out important landmarks on a map.
- Discuss and write about their experience.

How will you collect this evidence?

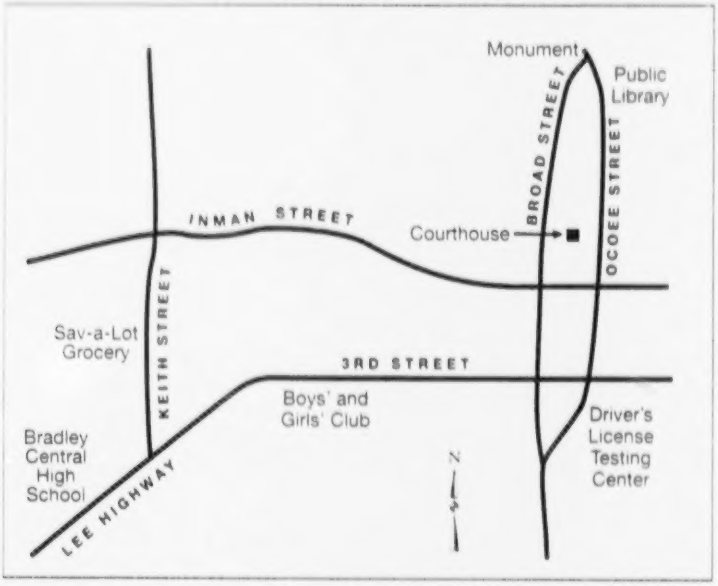
Students' written work will be collected in a portfolio. Students will create a classroom map on which they identify important community locations.

Christmas Parade

Cleveland will have a Christmas Parade on Saturday, December 2, at 6 p.m. The parade will have floats, marching bands, fire trucks, motorcycles, horses, and Santa Claus. All the floats and trucks will have many lights. It will be very pretty.

The parade will go north on Lee Highway and turn right on 3rd Street. It will go east on 3rd Street to Ocoee Street. It will turn left on Ocoee Street and go north to the monument. It will turn left at the monument and go south on Broad Street to Inman Street. It will turn right on Inman Street and go to Keith Street. It will turn left on Keith Street and go south to Bradley Central High School.

Where will you go to watch the parade?



Instructor Comments and Reflections

Students enjoyed sharing their own similar traditions with the class. Many were intrigued when I explained my own family tradition of riding our horses in the Christmas Parade. Several did attend the parade and were excited to see their teacher riding by as a participant.

MULTI-LEVEL

Calendar Activity

Length of Activity: 20 minutes

What will students do?

- Identify months, days, dates/numbers, and holidays.
- Discuss information by answering verbal questions.
- Determine meaning of terms "first" and "last" and "today" and "tomorrow."
- Demonstrate writing skills by taking notes on basic facts – copy sentences from board.
- Answer written review questions.
- Create a large wall calendar.

What will teachers do?

- Prepare a lesson to introduce and review the concepts listed above.
- Ask questions to elicit specific information.
- Give information when needed to fill in missing pieces.
- Monitor written and verbal work for correctness.
- Supply materials.

Activities used to implement this learning plan.

Ask students the following questions: What day is today? What month is it today? What is the date today? (This activity was planned for January 31, so the following questions were also asked.) What day will it be tomorrow? What month will it be tomorrow? What will the date be tomorrow? (We reviewed that it was the last day of January and will be the first day of February.)

The more advanced English speakers volunteered to answer the oral questions. I then wrote the questions on the board and asked the lower level English speakers to tell me the answers since they had heard it previously. I prompted them with answers as needed.

All students wrote down the questions and answers.

They grasped the term "today" and "tomorrow," but did not comprehend the terms "first" and "last" (last day of January and first day of February). I had them line up and then explained first and last in line. They then understood the meaning.

We used markers and a 24" x 36" calendar with blank squares to write in the month, dates and holidays. Each student had the opportunity to write and draw something to represent holidays.

We then discussed the holidays in February which allowed us to discuss

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Lynn Moore

COUNTY/PROGRAM:
Cansler Adult Education Program/Knox County

Calendar Activity, continued

the first president, George Washington, and Abraham Lincoln. Questions on these two men are on the citizenship test. From the board, they copied a sentence about each based on our class discussion.

What evidence will you look for to know that learners are developing this learning skill?

- Verbal answers during class giving each student the opportunity to respond.
- Observation of class participation.

How will you collect this evidence?

At the start of the next class give a written review quiz.

Review Questions:

1. What day is it?
2. What month is it?
3. What is the date today?
4. What does a farmer do?
5. What does a plumber do?

Instructor Comments and Reflections

The students and I enjoyed this lesson. Some of it was quite simple, so even the most basic English speaker could have success in answering. Other skills were reinforced so that all felt that they had accomplished something. The calendar is hanging out in the hall for all of our adult education students to see.

MULTI-LEVEL

Food and Containers

1 → 6

Length of Activity: 2 sessions of 45 minutes each

What will students do?

- Identify types of foods using the *Oxford Picture Dictionary* (Oxford University Press).
- Identify types of containers.
- Practice using money.
- Discuss information by answering verbal questions.
- Demonstrate writing skills by taking notes on basic facts; copy sentences from board.
- Answer written review questions.
- Practice buying groceries.

What will teachers do?

- Prepare lesson to introduce and review the concepts listed above.
- Ask questions to elicit specific information.
- Give information when needed to fill in missing pieces.
- Monitor written and verbal work for correctness.
- Supply materials.

Activities used to implement this learning plan.

Day 1

- Using play items and real items set up store sections on the class tables.
- Produce-Dairy, Produce-Fruit and Vegetables, Meats and Poultry, Baking Needs, Canned Goods, Snack Food.
- Give handout identifying types of containers: box, bag, carton, etc.
- Have students fill in blanks.
- Have students identify items in that container.
- Use dictionary to assist in naming grocery items.
- Have students tell if they eat specific items.

Day 2

- Continue to identify items.
- Now the items have prices on them.
- Give students money to spend and have them buy within that budget.
- Other students can act as cashier and tally purchases

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
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✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Lynn Moore

COUNTY/PROGRAM:
Cansler Adult Education Program/Knox County

Food and Containers, continued

What evidence will you look for to know that learners are developing this learning skill?

Verbal answers during class giving each student the opportunity to respond

Observation during class participation

How will you collect this evidence?

At the start of the next class give a written review quiz.

Instructor Comments and Reflections

I found that I could have used many more items than I had for our store. We only identified very basic items. Some they knew, but many they didn't.

Produce
Fruits and Vegetables

FRUITS	VEGETABLES
banana	corn
apple	beans
orange	cabbage
grapes	broccoli
pears	lettuce
grapefruits	spinach
lemons	garlic
limes	tomato
plums	bell pepper
peaches	potato
strawberries	onion
cherries	carrot
watermelon	mushroom
	peas
	cucumber

MULTI-LEVEL

Colors/Maps/Businesses/Directions

1 → 6

Length of Activity: 2 sessions of 45 minutes each

What will students do?

- Discuss information by answering verbal questions.
- Determine meaning of terms right and left, north, south, east, west, and city block.
- Identify standard businesses by name.
- Identify colors.
- Demonstrate writing skills by taking notes; copy sentences from the board.
- Answer written review questions.
- Use a map to identify buildings and follow directions, coloring buildings different colors.
- Use dictionary.

What will teachers do?

- Prepare lesson to introduce and review the concepts listed above.
- Ask questions to elicit specific information.
- Give information when needed to fill in missing pieces.
- Monitor written and verbal work for correctness.
- Supply materials.

Activities used to implement this learning plan.

Day 1

- Supply students with a copy of a basic map with several buildings listed.
- Name a building, ask the students to find it on the map.
- Talk about what is done in each building; use picture dictionary to assist.
- Give each student a box of crayons; give them a specific color to color each building.
- After all the buildings are colored ask them which building is red, etc.

Day 2

- Explain right and left, holding up my hands. Also discuss words having the same meaning such as right as a direction and right as correct.
- Have the students locate a specific building on the map.
- Name the building next to it, ask if it is on the right or the left (repeat process several times).
- Use objects in the room to identify if they are right or left of something else.
- On the map, give directions for them to follow from a starting point hav-

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Lynn Moore

COUNTY/PROGRAM:
Cansler Adult Education Program/Knox County

Colors/Maps/Businesses/Directions, continued

ing to travel by blocks turning right and left and north, south, east and west to various buildings on the map.

What evidence will you look for to know that learners are developing this learning skill?

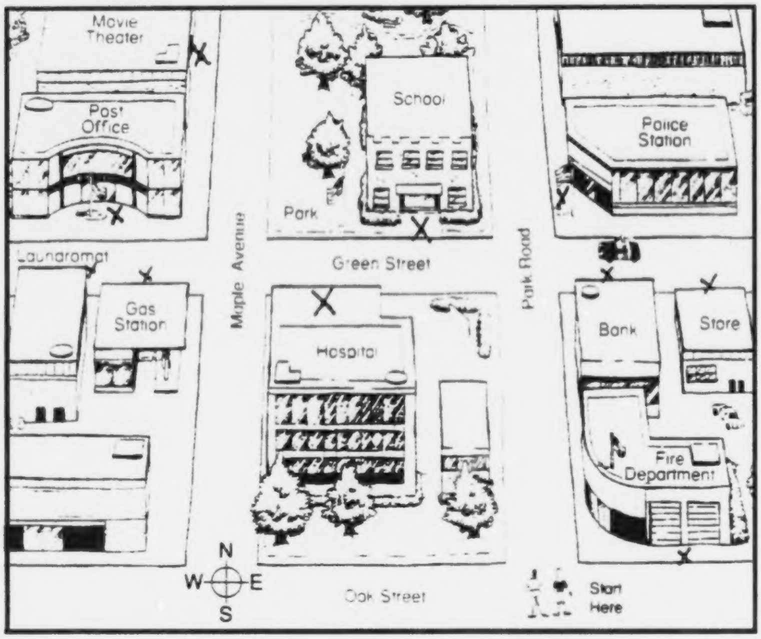
- Verbal answers during class giving each student the opportunity to respond.
- Observation during class participation.

How will you collect this evidence?

At the start of the next class give a written review quiz.

Instructor Comments and Reflections

I believe it is very important for students to have an understanding of major businesses and how to follow directions. This was a basic start to helping them find specific places. I find that it helps to incorporate several activities in one lesson because some of the students get bored fairly quickly. It is challenging to keep the advanced learners moving while not going too fast for the beginning learners. I do ask more difficult verbal questions of the more advanced learners.


Movie Theater
Post Office
School
Park
Police Station
Laundromat
Maple Avenue
Green Street
Park Road
Gas Station
Hospital
Bank
Store
Fire Department
N
W
E
S
Oak Street
Start Here

Look at the map and complete the questions.

1. List the names of the streets, roads or avenues on the map.
2. Is the park north, south, east or west of the hospital?
3. What street is your business on? X marks the entrance.
4. Is the school in the north or south area of this map?
5. Find Start Here on the map. Give directions from the start point to the movie theater.
   - — What is the first street that you could take?
   - — At the corner do you have to turn right or left?
   - — Then what street do you take?
   - — How many blocks do you go in all?

MULTI-LEVEL

Workplace Language Bingo

Length of Activity: Varies from 30 minutes to 1 hour, depending on the game and how much the students wish to play or the teacher wishes to spend time. It should last no longer the one hour.

What will students do?

- Listen to instructor as he/she calls out words.
- Try to match words to BINGO board.
- Write word/term down on paper in order to later find the definition.
- Continue to follow game this way till student has five words/terms in a row. The first to get five in a row shouts BINGO. After each game, research the words on the list and write a definition for them.

What will teachers do?

- Develop a list of workplace words/terms to be used in BINGO.
- Review word list with the students and give each one a copy of the list.
- Give each student a game board and game piece markers.
- Give each student a piece of paper and pen/pencil.
- Cut strips of paper and write one word or term on each strip from your word list.
- Place the strips of paper in a container.
- Mix up the strips of papers in the container.
- Pull out a strip and call out the word/term.
- Instruct students to write down each word/term on their blank piece of paper.
- Continue to pull strips out and have students write down each word until someone cries BINGO.
- Have each student research and write definitions for each word called out.
- Discuss these words and how they are used in the work place.

Activities used to implement this learning plan.

The teacher will:

- Review information ahead of time and plan.
- Have spent time discussing workplace terms/words used and what they mean.
- Have explained to students how to play BINGO.
- Have students use terms in an example to show understanding.
- Have students write down terms and definitions to develop English skills.

The students will:

- Listen to and discuss words and terms.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program

Workplace Language Bingo, continued

- Mark words with markers when found on game board.
- Write down words/terms as instructor calls them out.
- Call out BINGO if they win with 5 in a row.
- Write definitions to each word/term called out during game.

What evidence will you look for to know that learners are developing this learning skill?

Students will:

- Use words correctly in a conversation.
- Write down words/terms and know their definitions.
- Show other students understanding of terms and help them.

How will you collect this evidence?

Classroom observation of students' ability to use words in appropriate settings.

Workplace Language Bingo Work List

time clock
production time
wages
production
FICA
social security
benefits
break time
operations
plant manager
human resources
custodian
profit
loss
shrinkage
tonnage
inventory
payscale
W2 Form

shift work
prep time
deductions
sick days
time off
leave of absence
code of ethics
mission statement
call-ins
quality control
turnover
assessments
scheduling
shift work
supervisor
product cost
wholesale
retail
middleman

operational management
IR – irregular merchandise
auditing
sealer application
cafeteria plan
insurance package
401K Plan
mutual funds
team work
company meetings
corporate
waste evaluation forms
percentage
filling the order
scanning
bar code specs
packaging

Workplace Language Bingo, continued

B	I	N	G	O
Pay Scale	W2 Forms	Shift Work	Prep Time	Time Clock
Production Time	Wages	FICA	Deductions	Benefits
Break Time	Social Security	**FREE SPACE**	Sick Day	Production
Leave of Absence	Code of Ethics	Mission Statement	Call Ins	Turnover
Assessments	Scheduling	Shift Manager	Scheduling	Quality Control

Workplace Language Bingo, continued

B	I	N	G	O
Team Work	W2 Forms	Benefits	Break Time	Time Clock
Production Time	Cafeteria Plan	Mission Statement	Deductions	Scanning
FICA	Assessments	**FREE SPACE**	Pay Scale	Code of Ethics
Leave of Absence	Spec's	Waste	Call Ins	Irregular Merchandise
Shrinkage	Scheduling	401K Plan	Packaging	Retail

Workplace Language Bingo, continued

B	I	N	G	O
		FREE SPACE		

1 → 6

MULTI-LEVEL

Comparing U.S. Money: Do You Save Money?

Students will compare and contrast their country's money with U.S. money to equate the approximate value of a dollar, and to identify symbols printed on the money by discussing and writing in class.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. ✓ Speak So Others Can Understand
4. ✓ Listen Actively
5. ✓ Observe Critically
6. ✓ Use Mathematics in Problem Solving and Communication
7. ✓ Solve Problems and Make Decisions
8. Plan
9. ✓ Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education

Length of Activity: 1 to 3 class sessions

What will students do?

- Listen and understand the teacher's explanation of U.S. money (dollar, quarter, dime, nickel, penny) and symbols.
- Speak to the group in order to compare and contrast their own country's money and to equate an approximate value of the U.S. dollar, also identifying the symbols of their country's money (if possible).
- Write sentences, one or two paragraphs or essays explaining their country's money equivalency to a dollar and its symbols or American symbols. (Teacher assigns tasks according to the choice and level of student.)

What will teachers do?

- Give a brief explanation of U.S. money and the symbols that appear on the dollar.
- Make copies of the different money and record information of symbols and equivalencies to the U.S. dollar.
- Choose a site to display information.
- Assist students as needed.

Activities used to implement this learning plan.

- Short lecture by teacher.
- Speaking opportunities for students to share and discuss.
- Teacher summarizes student money equivalencies and symbols on the board as students respond, or teacher can prepare beforehand a copy of the money and record explanations on this paper as the students respond.
- After discussion, teacher and students will display information. Students write sentences, a paragraph or an essay comparing and contrasting money from different countries. Teacher assists as needed.

Vocabulary

Money: dollar, quarter, dime, nickel, penny, symbol, collection, bank, save.
Symbols: George Washington, Abraham Lincoln, Lincoln Memorial,

Comparing U.S. Money: Do You Save Money?, continued

Thomas Jefferson, Monticello, Franklin D. Roosevelt, torch, John F. Kennedy, Presidential Coat of Arms, Sacagawea, bald eagle, Susan B. Anthony.

Conversation

"Can you tell me about your country's money, pictures on the money and relationship to the dollar?" "How many _____ equal one dollar?" "How many _____ will you give me for one American dollar?" "Who is this man on the money?" "Who are these women on the money?" "What does this mountain mean?" "Why are these birds on the money?" "What is this flower?" "What do these words mean?" "Do people 'save' or 'collect' money?" "Do people keep money collections in your country?"

What evidence will you look for to know that learners are developing this learning skill?

Student participation and discussion; ability to equate their rate of money as compared to the dollar; ability to tell about symbols of their countries.

How will you collect this evidence?

Teacher observations and teacher-recorded student responses, money equivalences as reported by students and information on symbols for display. Student oral and written reports on money and symbols.

Instructor Comments and Reflections

I found that teaching money was a lot easier when relating to that student's money system. The students were actively involved and brought in samples of old money as well as new. This lesson generated lots of conversation and led to other activities on symbols. The Internet has lots of related research possibilities. Students knew the daily dollar equal rates better than I did.

Cultural Differences

Thailand-"bant"; Taiwan-"yen"; Laos-"gib"; Japan-"yen"; China-"yen"; Germany-"mark." The "Father of the country" is printed on American and Chinese money. No other country (represented by these students) 'collected' money in money collections like the Americans. An example used in class was First State Quarters of the United States Collector's Map (a picture of each state and a place for the quarter). Some students thought this was a very funny idea. "Why you do that?" they said.

1 → 6

MULTI-LEVEL

Tennessee, The Volunteer State

Research Tennessee history, symbols of statehood, demographics, state and local government.

Length of Activity: 2 class session, 5 hours. Group, research, plan/prepare visuals. Write essay/give oral-visual presentation.

Instrument/Materials

- Tennessee worksheet (Ouachita Technical College, AR)
- *Tennessee Land, History, and Government* (Crawford, Charles; Steck-Vaughn, 1984)
- Website: www.state.tn.us/index/html
- Worksheets

What will students do?

- Research Tennessee history through:
  a. websites
  b. texts
  c. handouts
- Become familiar with computer research:
  a. log on to websites
  b. search engines
  c. print
- Read computer printouts for pertinent factual information.
- Study vocabulary words.
- Research charts/handouts for demographic information.
- Write, in English, answers to statements/questions.
- Complete word-search puzzle on Tennessee.
- Create descriptive visuals, using major facts:
  a. tri-folds
  b. overheads
  c. posters
- Summarize facts and write English essay gleaned from research (descriptive words, not grammar structure).
- Give 3-5 minute oral presentations, using visual.

What will teachers do?

- Research websites.
- Prepare teacher-made pre/post test on major facts about Tennessee (Attachment C-1).
- Pre-test (Attachment C-2).

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program

Tennessee, The Volunteer State, continued

- Prepare vocabulary.
- Copy and distribute handouts.
- Group students (3-4 per group).
- Give verbal overview and assist with learning activity:
  a. computer research
  b. printouts/handouts
  c. visuals
- Evaluate.
- Encourage/solicit sharing of ideas from groups.
- Assist with preparation for oral/visual presentations.
- Post-test (Attachment C-2).

Activities used to implement this learning plan.

- The students will use the Internet and texts to research Tennessee history and then complete the teacher's handouts.
- Working as a group, the students will prepare oral/visual presentations.

What evidence will you look for to know that learners are developing this learning skill?

The students will:

- Do research.
- Plan.
- Cooperate/observe.
- Demonstrate technological competencies.
- Summarize/write in English.
- Evaluating research.

How will you collect this evidence?

The students will:

- Create descriptive visuals.
- Present orally in English.
- Pre-post test.

Instructor Comments and Reflections

- Increased knowledge/factual information about state of Tennessee and student's county.
- Expand information to U.S. History and Constitution for increased citizenship skills.

Tennessee, The Volunteer State, continued

ATTACHMENT C-1

Vocabulary: Tennessee Terms

Nashville
Mockingbird
Iris
Tulip Poplar
Firefly and Lady Bug
Tennessee River
Tennessee River Pearl
Limestone and Agate
Raccoon
Passion Flower
Tennessee Valley Authority (TVA)
Volunteer
Great Smoky Mountains
Reelfoot Lake
State Seal
Honorable Don Sunquist
Agriculture
Commerce
Three Grand Divisions
State of Franklin

1796
David Crockett
Crockett County
Bobwhite (Quail)
Largemouth Bass
Channel Catfish
Honeybee
Tennessee Waltz (1965)
Rocky Top (1982)
French (1753)
Yuchi, Chickasaw, Cherokee, Shawnee
Mississippi River
Battle of Shiloh (1862)
Battle at Fort Pillow (1864)
House and Senate
Governor
Judges
Mayor
County Executive
Crab Orchard Stone

Tennessee, The Volunteer State, continued

ATTACHMENT C-2

"Who Wants to be a Tennessean?"

DIRECTIONS: From your research on Tennessee, play the game; circle the correct answer.

1. The capital of Tennessee is:
a. Jackson b. Knoxville c. Nashville d. Chattanooga

2. The official state bird is:
a. Bluejay b. Mockingbird c. Cardinal d. Sparrow

3. The state flower is:
a. Iris b. Tulip c. Carnation d. Rose

4. A significant body of water that flows from south to north across the width of Tennessee is:
a. Mississippi River b. Tennessee River c. Cumberland River d. Rio Grande

5. Tennessee is known as the
a. Bluegrass state b. Peach state c. Volunteer state d. Show Me state

6. The Three Grand Divisions are:
a. Mississippi Valley, TN Valley, Cumberland Mountains
b. East, Middle, West
c. Delta, Plateau, Cumberland
d. Delta Plains, Highland Rim, Blue Ridge

7. The current governor is:
a. William Blount b. Al Gore c. Don Sunquist d. ________________

8. Tennessee became a state in:
a. 1865 b. 1862 c. 1903 d. 1796

9. One of the largest and most visited National Parks in the USA is in Tennessee. It is:
a. Reelfoot Lake b. Stone Mountain c. Great Smoky Mountains d. Yellowstone

10. Crockett County was founded in
a. 1871 b. 1796 c. 1819 d. 1823

11. Crockett County was created from four counties. They were:
a. Lauderdale, Haywood, Dyer Obion b. Madison, Dyer, Lauderdale, Gibson
c. Haywood, Dyer, Madison, Gibson d. Humboldt, Milan, Trenton, Dyersburg

12. Which of the following is the correct title for the Chief Elected Official of Crockett County?
a. Mayor b. County Executive c. Board of Aldermen d. County Commissioners

13. The official Tennessee wild animal is:
a. Raccoon b. Bobcat c. Whitetail Deer d. Rabbit

Tennessee, The Volunteer State, continued

14. The official agricultural insect is
a. Ladybug b. Honeybee c. Firefly d. Dragonfly

15. The official game bird is:
a. Quail b. Turkey c. Dove d. Crow

16. In 1753, the Tennessee Territory was owned by:
a. British b. Confederated c. Spanish d. French

17. Two major types of industries are written on the Official Seal of the State of Tennessee. They are:
a. Agriculture and Commerce b. Industry and Commerce
c. Agriculture and Industry d. Commerce and Rails

18. In April 1862, a major Civil War Battle was fought in West Tennessee at Pittsburg Landing (on the Tennessee River). The name of this famous battle was:
a. Battle of Bull Run b. Battle of Stone's River
c. Battle of Chattanooga. d. Battle of Shiloh

19. The agency which provided electric power to Tennessee and surrounding states is the:
a. New Deal b. TVA c. Great Lakes d. TNN

20. The Office of Governor of each state and the Office of President of the U.S. are called:
a. The Judicial Branch b. The Legislative Branch
c. The Supreme Court d. The Executive Branch

21. The House and Senate of both the state and the U.S. Governments are the:
a. Legislative Branch b. Executive Branch
c. Supreme Court d. Judicial Branch

22. The process through which a bill becomes a law must begin with the introduction (origin) of that bill in the
a. Governor's Office b. Judicial Branch of Government
c. House or Senate d. Mayor's Office

23. In most U.S. cities and towns, the chief elected official is the:
a. banker b. Mayor c. County Commissioner d. Lawyer

24. The state songs of Tennessee are:
a. *The Tennessee Waltz* and *Ole' Tennessee* b. *The Tennessee Waltz* and *Rocky Top*
c. *Rocky Top* and *Blue Suede Shoes* d. Jazz and Beale Street

25. Nashville is know as:
a. Dollywood b. Rock'n Roll City c. Elvis Presley's Hometown d. Music City

Score yourself as discussed in class. After post-testing, compare your answers with those you submitted before researching the history of Tennessee.

Materials and Resources

Materials and Textbooks

ESOL LEVEL ONE AND LEVEL TWO

Before Book One (Pearson Education). This workbook/cassette program sharpens students' aural skills to prepare them to speak English. Students listen to the cassettes and complete a series of workbook exercises, circling the correct letter, number, word, or illustration or filling in the blanks.

Book One (Pearson Education). Students listen to the cassettes and choose the correct illustration or answer in their workbook.

A Conversation Book, Book 1 (Pearson Education). This book presents an all-skills, student-centered approach to developing conversational fluency.

True Colors-Basic (Pearson Education). This basic level provides an introduction to English for true beginners. It uses real English as opposed to "textbook" English to prepare students to understand native speech outside of English class.

ExpressWays (Pearson Education). *ExpressWays 1 and 2* provide beginning level students with essential vocabulary, grammar, and functional expressions needed to communicate at a basic level.

Side by Side, Book One (Pearson Education). The *Side by Side* series engages students in guided conversation within carefully structured grammatical frameworks. (The teacher's guidebook is essential for this series.)

Exploring English (Pearson Education). This six-level series teaches all four language skills right from the start, and gives students a wealth of opportunities to practice what they've learned.

Firsthand Access/Firsthand Success (Pearson Education). Each text helps low beginning students to communicate confidently in English by providing realistic language models, clear listening tasks, personalized activities, and language support.

A free self-study audio CD for listening and pronunciation practice is also available.

Handbook for Citizenship (Pearson Education). This book is designed for oral use and teaches the information needed to answer oral U.S. citizenship exam question. Line maps and facsimile copies of naturalization petition forms are useful realia.

A First Look at the USA (Pearson Education). High interest feature stories, written almost exclusively in the present tense and each less than a half-page long, motivate and promote confidence.

Introducing the USA, A Cultural Reader (Pearson Education). Twenty-eight units cover a wide variety of topics—from popcorn and buffaloes to Native Americans; from Beverly Hills and the Sequoias to peanut butter—that entertain students while they learn.

American Handwriting (Delta Systems, Co., Inc.). This text is a step-by-step instruction workbook for handwriting that was developed for those in the workplace or classroom who do not read or write the Roman alphabet.

The Oxford Picture Dictionary (Delta Systems, Co., Inc.). Monolingual edition. This book can be used at all levels. It is a reference to essential everyday vocabulary. (Listening cassettes are available.)

Word by Word Basic Vocabulary Development Program (Delta Systems, Co., Inc.). This series is designed for literacy and low beginning level students. It includes tests, wall charts, cassettes, workbooks, song-books (with an accompanying karaoke-style song album which features 11 original songs that offer entertaining practice with key vocabulary through a variety of popular musical styles.)

Collaborations Literacy (Heinle & Heinle). This comprehensive literacy program includes a worktext, transparencies, an audio tape, two maps (U.S. and world), plus an assessment package.

Literacy in Lifeskills (Heinle & Heinle). This book is designed for adult learners who have not acquired basic literacy skills in their primary language. Book one includes numbers, the alphabet, introductions, dates and addresses. Book 2 includes lowercase letters, time, money, feeling, family, health, and the body.

Listen to Me! (Heinle & Heinle). This is a beginning level text in a series of practically oriented listening texts that offer a variety of real-life topics embedded in a central storyline. It includes pre-listening exercises, task-based final activities and a pronunciation section.

Facts and Figures (Heinle & Heinle). Beginning reading practice. Units include topics such as Animals, Plants, Popular Music, Explorations and Adventure and Interesting people of the World. Students increase their active vocabulary from 300 to 800 words.

Crossroads Café (Heinle & Heinle). *Crossroads Café* is a video program about real people working and living in the U.S. This program helps students practice listening, speaking, writing and reading skills, as well as learning about U.S. culture and workplace competencies. The level reaches from beginning to high intermediate. The *Crossroads Café* program includes 26 half-hour episodes of videos, worktexts, teacher's resource books, assessment packages and a partner guide for distance learning programs.

English ASAP (Steck-Vaughn). This series is a fast way to get ESOL and literacy learners ready for work. Each unit presents and practices the key language and grammar structures learners will encounter on the job. It combines student books, workbooks, and audio cassettes in a comprehensive program that teaches specific SCANS competencies in a workplace context. There are five levels in this series, Literacy, Low Beginning, Beginning, High Beginning and Low Intermediate.

English ASAP Assessment Program (Steck-Vaughn). This assessment program has placement tests and progress tests, along with answer keys. The book is in blackline master format so it can be copied. It contains the six literacy levels now recognized by the NRS. It has a learner progress chart in the back of the book which can be copied as well.

Real-Life English (Steck-Vaughn). There are five levels in this series, literacy, low beginning, beginning, low intermediate and intermediate. This series is Steck-Vaughn's most popular program for integrating language and life skills for the ESOL learner. The topic for the literacy level is "personal communication." The low-beginning level's topic is "our community."

This series reinforces the sentence structures used most often. It supports learners from low beginning to intermediate levels with instruction, exercises and activities in a real-world context.

Better English Everyday (Steck-Vaughn). Learners practice the four language skills through interesting and varied activities. This series of three books (Level 1, Level 2 and Level 3) includes a variety of activities, and introductory writing chapter and a phonics or spelling lesson ends each chapter.

English for Everyday Activities, A Picture Process Dictionary (New Readers Press). This book is for high beginning through intermediate. There are over 60 chapters, each focused on one process, such as frying an egg or mailing a letter. It is suitable for classroom instruction or individual use.

Key Vocabulary for a Safe Workplace (New Readers Press). This book is for high beginning through low intermediate. It helps students learn the essential vocabulary they need to be safe at work and gain the tools they need to prevent or reduce accidents and injuries on the job. An appendix includes reading material safety data sheets (MSDS), health and injury terms, typical health and safety policies, lockouts and tagouts, and helpful exercises to lessen or prevent job-related aches and pains.

Laubach Way to English (New Readers Press). *It is recommended that only books 1 and 2 be used with the beginning ESOL students.* These books are designed to meet the needs of ESL students who have no, or low, literacy skills in their native language and need basic English skills. It uses a structured phonics-based approach. Level 1: Sounds and Names of Letters, Level 2: Short Vowel Sounds.

The Oxford Picture Dictionary (New Readers Press). This book features more than 3,700 words in full-color scenes, each word defined in context. One hundred forty key topics are grouped into 12 thematic areas, many with a vocational strand.

The CD-ROM version is also available.

First Class Reader (New Readers Press). Thirty chapters each containing a short reading, picture cues, an Interaction Grid, and a simple writing for low beginning students.

The Working Experience (New Readers Press). A series of three texts focusing on adult ESOL students' working experiences in native countries and in the United States.

Pre-reading activities and follow-up exercises develop vocabulary skills, expand reading and comprehension skills, and reinforce basic grammar patterns.

Contemporary English (Contemporary Books). This is a series of books that begin with the literacy level and progresses through Level 4 (advanced level). Each text is accompanied by a cassette package. This series introduces students to grammar structures in meaningful contexts to prepare students for the world of work using SCANS skills in the learning process.

Put English To Work (Contemporary Books). This series of texts begins with the literacy level and progresses through six levels to the high advanced level. Each of the seven books follows the workplace experiences of several characters: getting hired, keeping a job, and working toward promotion, along with occasional returns to pre-employment. An accompanying *Testing & Resource Book* provides blackline masters for a screening test; two multiple-choice placement tests; seven exit tests; exercise sheets with additional activities and exercises and an answer key.

Basic Telephone Training (Contemporary Books). Speaking and understanding another language on the telephone is one of the most difficult things to master. This listening/speaking text is for beginning ESOL learners, with very little English required to use the book successfully.

Entry Into Citizenship (Contemporary Books). This is a consumable text for beginning students who need to pass the Citizenship exam and to get through the INS interview given prior to the exam.

Citizenship Practice Cards (Contemporary Books). This is a group of the 100 INS questions ideal for memorization practice alone or in pairs. It also contains 25 additional flash cards that the INS asks senior citizens. An eight-page guide assists students in further understanding the questions and proposes a number of ways the cards and audiocassette can be used to practice.

English, YES! (Contemporary Books). This series of seven texts uses contemporary literary selections chosen and adapted specifically to help ESOL students improve their English skills. Skill development throughout the series is progressive. The literacy level teaches Recognizing Letters and Numbers, Filling Out Forms, Making Schedules, Reading Ads and Labels, Very Short Stories and Articles.

English Works (Pearson Education). This video and book provides training in basic communication tasks encountered by entry-level workers. Each of the ten video segments and corresponding text chapters explores authentic problems derived from actual workplace situations and incidents. The five typical workplace settings are hotels/motels, hospitals, nursing homes, convenience stores, and maintenance sites.

ESOL LEVEL THREE AND LEVEL FOUR

Jazz Chants (Delta Systems Co., Inc.). Chanting these jazz chants is a unique way for students to improve their speaking and listening comprehension while reinforcing the language structures of everyday situations. This book is a favorite of most ESOL teachers.

Sing It (Delta Systems Co., Inc.). This is a six-level series consisting of text, workbooks and cassettes that introduce English grammar and vocabulary through authentic and varied songs. (Songs include *Imagine, We Are the World, Don't Worry, Be Happy* and many others.)

The Pizza Tastes Great (Delta Systems Co., Inc.). This text and workbook use stories and role-play dialogues to help students acquire a basic vocabulary, build fluency, improve pronunciation and intonation, and learn key aspects of American culture.

The Salsa Is Hot (Delta Systems Co., Inc.). The same as above with a more difficult vocabulary.

Practical English (Delta Systems Co., Inc.). This three-level series provides a solid grounding in the structures and communicative functions of English, as well as extensive practice in speaking, listening, reading and writing.

Stars and Stripes (Delta Systems Co., Inc.). Readings in this text become longer and more difficult as the text progresses. The text covers reading skills such as finding the main idea, guessing meaning from context, reading for speed, scanning and predicting. A large variety of activities includes tasks such as cloze exercises, matching, drawing, sentence ordering, and more.

Whattaya Hear? (Delta Systems Co., Inc.). This text teaches students to be familiar with common conversational vocabulary such as the use of "you know" to establish understanding between the speaker and listener. These common conversational vocabulary items are introduced in each unit by an American speaker teaching a foreign friend a popular American joke, and why it's funny.

Writers At Work (Delta Systems Co., Inc.). This text is aimed at preparing students to write academic English. A special editing reference section at the end deals with the most common errors that students make in writing.

Ready to Write (Delta Systems Co., Inc.). *Ready to Write* presents paragraph development and the fundamental composition skills needed for successful academic work.

Caps, Commas, and Other Things (Delta Systems Co., Inc.). This blackline master activity book concentrates on capitalization and punctuation (6 levels) and written expression (4 levels), with an overview section for each level that provides specific suggestions for developing lesson plans using the reproducible activity worksheets.

American Vocabulary Builder (Delta Systems Co., Inc.). Each unit begins with a short, interesting article that highlights specific words to be studied. There are two books in this series.

Can't Stop Talking (Delta Systems Co., Inc.). This book is designed to create situations where students do the talking. Each unit presents a stimulating problem—ranging from budget decisions to life and death issues—which the students must solve.

Internet English (Delta Systems Co., Inc.). *Internet English* is a WWW based conversation course. It helps students develop the skills to search the World Wide Web for information. The teacher's guide offers notes on presenting the units, optional activities, photocopiable resource pages, and lists of useful web addresses.

The Irregular Verb Book (Delta Systems Co., Inc.). This book contains photocopiable, fun activities for post-beginner to high intermediate students focusing on meaning, form and use of 138 irregular verbs through crosswords, word searches, proverbs and other entertaining formats.

Azar English Grammar Series (Delta Systems Co., Inc.). One of the most important grammar series in use for ESOL students is presented with grammar exercises, speaking, listening, and writing skills. The first book, *Basic English Grammar*, is designed for lower intermediate students.

Fun With Grammar (Delta Systems Co., Inc.). This teacher resource book is filled with more than 200 communicative, interactive, task-based games to make learning grammar fun.

Immigration Made Simple (Delta Systems Co., Inc.). This is an excellent resource for teachers. It includes important definitions and answers to many commonly asked immigration questions, an overview of the application process for temporary and permanent visas, addresses and telephone numbers of U.S. Immigration, Department of Labor and U.S. Passport offices and a directory of immigration lawyers.

Essential Idioms in English (Delta Systems Co., Inc.). This text is designed to help beginning through advanced ESL/EFL students learn to understand and use approximately 500 of the most common English idioms.

All Clear! (Delta Systems Co., Inc.). This text is a comprehensive presentation of American English idioms. It includes a text, cassette package and/or a compact disk package.

Street Speak and BIZ Speak (Delta Systems Co., Inc.). These two books explore some of the most popular slang and idioms that are used by native-born Americans. *Biz Speaks* also explores slang and idioms used actively in American business. The chapters contain dialogues, group activities, pair work, role playing and word puzzles.

Crossroads Café (Heinle & Heinle). *See Level One and Level Two.*

Side by Side (Pearson Education). *See Level One and Level Two.*

English ASAP (Steck-Vaughn). *See Level One and Level Two*

LEVEL 5 AND LEVEL 6

Communicator I and II (Pearson Education). A two-level course in functional communication designed for use as a stand-alone program or as the upper two levels of *Side by Side, Expressways*, or any other core series. The texts feature communicative practice; reading, writing, and listening comprehension exercises;

role playing; cooperative learning activities; and cross-cultural discussions.

Explore English (Pearson Education). Levels 5 and 6. Each chapter reviews and consolidates what has already been learned. Every fourth chapter is a review chapter featuring an optional achievement test. This series integrates SCANS and CASAS competencies.

Azar Grammar Series (Pearson Education). *Fundamentals of English Grammar* is a high intermediate level grammar book. *Understanding and Using English Grammar* is an advanced level grammar book and one that would be helpful for any class where students intend to enter a university for undergraduate or graduate work.

Longman Preparation Course for the TOEFL Test (Pearson Education). *Volume A* provides skills and strategies for a comprehensive coverage of the language skills tested on both the paper and pencil TOEFL test and the TOEFL CBT as well as pre- and post-tests that diagnose needs and measure performance to determine areas of weakness.

Volume B offers five complete tests that reproduce the format and style of the TOEFL test (paper and pencil) and further familiarizes students with the exam.

Longman Introductory Course for the TOEFL Test (Pearson Education). This course was designed to help intermediate and advanced students (TOEFL test scores 380–480) increase their scores on all sections of the revised TOEFL Test. It is a good starting point for students preparing for the new TOEFL CBT.

Learn to Listen, Listen to Learn (Pearson Education). This text helps prepare students for academic listening and note taking. It offers readers valuable tips for getting the most from lectures as it deals with numbers and statistics, organizing notes and also incorporates a variety of quiz and test questions to familiarize students with the challenges of true/false, multiple choice, and short answer items.

Longman Lecture Series (Pearson Education). Twelve recorded lectures in each of the three levels are performed in lively and natural styles to provide a motivating introduction to academic listening

Whaddaya Say? (Delta Systems Co., Inc.). This book offers guided practice in relaxed spoken English. Students are introduced to such reduced forms of English as gonna, wanna, hafta, and gotta.

Talk About Values (Pearson Education). This text presents values-oriented topics such as honesty, money concerns, gift-giving, and what to look for in a husband or wife. The chapters include short readings, surveys of personal experiences and opinions, role plays, and jokes. Each chapter also includes suggestions for writing activities.

Focus on Pronunciation (Pearson Education). A comprehensive pronunciation course, it is designed to help students enjoy speaking English well. Written for the advanced student, it addresses the crux of most pronunciation problems by emphasizing elements of English phonology that are difficult or unusual in terms of the world's languages.

Whattaya Do? (Delta Systems Co., Inc.). This book is for anyone who works in a business setting or would like to. Some of the topics include greetings, presenting your ideas, talking about cost, business parties, staff meetings, etc. The book indicates how American business people really feel about certain common business practices.

Street Talk 3 (Delta Systems Co., Inc.). Each dialogue contains ten common expressions for easy and manageable learning. In addition to information about synonyms and antonyms, the book contains extra word games and crossword puzzles, drills, context exercises plus a section on survival idioms and phrases.

American Government (Delta Systems Co., Inc.). American Government tells the story of how our government came to be. Five units address the formation of U.S. government, including the Constitution and Bill of Rights; the three branches of federal government; state and local government; campaigns and elections, etc.

Longman Academic Writing Series (Delta Systems Co., Inc.). This series helps college-bound and college-level ESOL students to improve their ability to write effectively in English. It gives a step-by-step approach to the conventions of paragraph and essay organization and rhetorical expression.

Better Writing Through Editing (Delta Systems Co., Inc.). *Part 1* begins with a diagnostic self-assessment to determine each student's awareness of editing problems. *Part 2* provides practice with a variety of English sentence types and *Part 3* provides clear and simple explanations of typical ESL/EFL editing problems and contains hundreds of practice exercises.

Looking Ahead (Heinle & Heinle). *Looking Ahead* is a series of four-level writing and grammar books. Students practice grammar in the context of the writing assignments and can review structures in the comprehensive Grammar and Language Reference guide found in each book. Reading from textbooks, academic journals, newspapers, and other sources allow students to become familiar with the vocabulary, ideas, and issues within each chapter's topic. CNN video clips expand the themes in each chapter.

Make Your Mark (Contemporary Books). This series illustrates situations and enhances workplace literacy that span four major industries: food service, the hotel industry, retail, and health services. These books focus on teaching terminology, common idioms, general job information, and strategies for success.

Prism (Steck-Vaughn). P*rism* builds interpersonal communication skills in tandem with academic language proficiency. This series has three textbooks, three workbooks and three cassettes plus teacher's guides and a test booklet.

Publisher's Information

RESOURCES

Cambridge University Press
40 West 20th Street
New York, NY 10011
www.cambridge.org/esl-efl
Toll-free 800-872-7423
FAX 212-691 3239

Contemporary Books
4255 West Touhy Avenue
Lincolnwood, IL 60712-1975
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20 Park Plaza
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New Readers Press
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Syracuse, New York 13210-0888
www.newreaderspress.com
Toll-free 800-448-8878

Oxford University Press
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New York, NY 10016-4314
www.oup-usa.org/esl/
Toll free 800-451-7556
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Student Portfolios

The use and maintenance of student portfolios is determined by the teacher.

- A student portfolio is a collection of work that exhibits the student's work and shows progress over a period of time.
- It is important to include dates on all entries to show proof of growth over time.
- The material to be included in the portfolio is determined by the teacher.
- The ESOL teacher may use some of the forms included in this section of the ESOL Curriculum Resource Book.
- The teacher may also wish to include items selected by the student.

A portfolio enables a student to be rewarded by the teacher for work that a traditional test cannot, and it can be reviewed in a teacher/student conference, if desired.

CERTIFICATE OF ACHIEVEMENT

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

NAME OF RECIPIENT

FOR ACHIEVEMENT IN ESOL CLASS

DATE

INSTRUCTOR

ORGANIZATION

English for Speakers of Other Languages

ESOL Student Record

Student Name:	**Entry Date:**
Student ID No.:	**Instructor:**
Site of Instruction:	**Native Country:**
Level of Education:	**Native Language:**
Withdrawal Date:	**Re-Entry Date:**
Pre-Test Date: **Level:**	**Post-Test Date:** **Level:**
Post-Test Date: **Level:**	**Post-Test Date:** **Level:**

Short Form Oral BEST		**Long Form Oral Best**		**Literacy BEST**	
Beginning ESL Literacy	0-7	Beginning ESL Literacy	0-15	Beginning ESL Literacy	0-7
Beginning ESL	8-22	Beginning ESL	16-41	Beginning ESL	8-46
Low Intermediate	23-26	Low Intermediate	42-51	Low Intermediate	47-53
High Intermediate	27-29	High Intermediate	51-57	High Intermediate	54-65
Low Advanced	30-33	Low Advanced	58-64	Low Advanced	66+
High Advanced	34-40	High Advanced	65+	High Advanced	66+

Instructor's Comments:

Beginning ESL Literacy, Level I

NAME ____________________

DATE ____________________

At the end of Level I, the student will be able to:	Date Achieved
Use appropriate greetings, introductions and farewells.	
Identify self and personal information.	
Express likes, dislikes, feelings and emotions in culturally appropriate ways.	
Use and respond to polite expressions.	
Demonstrate ability to use basic residential telephones.	
Answer the telephone and respond or express a lack of understanding.	
Use basic emergency vocabulary and 911 procedures.	
Recognize and identify a telephone book, a calling card and a telephone bill.	
Recognize and identify basic body parts.	
Recognize basic vocabulary relating to illness and accidents.	
Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room).	
Request a doctor's appointment and read an appointment card.	
Identify various medications, their usage, request assistance with dosage, and recognize requirements for immunizations.	
Identify personal hygiene products and daily grooming routines.	
Identify basic foods, food groups and healthy eating habits.	
Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).	
Recognize a check and a money order and read amount.	
Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs).	
Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).	
Identify safe driving practices (seat belts, child safety restraints).	
Identify warning symbols (poison, flammable, danger).	
Name and state the cost of basic food items.	
Recognize and interpret concept of measurements (cup, quart, gallon, pound).	
Recognize and identify basic American clothing sizes (S, M, L, XL).	
Identify types of housing (apartment, house, mobile home).	

Beginning ESL Literacy, Level I, continued

At the end of Level I, the student will be able to:	Date Achieved
Identify basic government agencies (post office, social security, health department, Department of Human Services).	
Demonstrate ability to purchase stamps and mail a package.	
Identify the current U.S. president.	
Locate the United States and Tennessee on a world map, locate county and city of residence on a Tennessee map.	
Identify family members (mother, father, son, daughter, brother, sister).	
Recognize compulsory schooling for children 6-18, enrollment procedures and the importance of regular school attendance.	
Recognize proper care of children (requirement of food, shelter, hygiene, child care providers, acceptable discipline).	
Recognize, identify and trace basic shapes and numbers.	
Identify basic colors.	
Recognize, state, read and write the alphabet (upper and lower case) and numbers.	
Alphabetize basic word groups.	
Use a picture dictionary.	
Recognize, state, read and write vocabulary for personal information (first, middle, last name, number, street, zip, phone number and social security number and fill out personal information form). **(Use caution when asking for this information.)**	
Trace and sign name (signature).	
Recognize, state, read and write basic questions and answers.	
Use subject pronouns (I, you, he, she, it, we, they).	
Use common verbs.	
Use prepositions—in, at, from, on, for, with, of, under, next to, between, behind.	

Beginning ESL, Level II

NAME ______________________________

DATE ______________

At the end of Level II, the student will be able to:	Date Achieved
Identify entry-level jobs and workplaces of various occupations.	
Recognize procedures for applying for a job and complete a simplified job application form with assistance.	
Demonstrate ability to respond to basic interview questions.	
Produce required forms of identification for employment.	
Demonstrate ability to ask for assistance and clarification on the job.	
Demonstrate ability to read a simple work schedule.	
Recognize pay stubs and deductions.	
Use appropriate greetings, introductions and farewells.	
Identify self and personal information.	
Use and respond to polite expressions.	
Demonstrate ability to use basic residential telephones.	
Answer the telephone and respond or express a lack of understanding.	
Use basic emergency vocabulary and 911.	
Recognize and identify a telephone book, calling card, and a telephone bill.	
Recognize and identify basic body parts.	
Recognize basic vocabulary relating to illness and accidents.	
Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room).	
Recognize a doctor's appointment and read an appointment card.	
Identify personal hygiene products and daily grooming routines.	
Identify basic foods, food groups and healthy eating habits.	
Recognize cardinal and ordinal numbers.	
Tell time using analog and digital clocks.	
Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.	
Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).	

Beginning ESL, Level II, continued

At the end of Level II, the student will be able to:	**Date Achieved**
Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs).	
Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).	
Identify safe driving practices (seat belts, child safety restraints).	
Demonstrate ability to read and comprehend silently and aloud and answer questions.	
Determine the main idea in a simple paragraph.	
Demonstrate sequential ordering of events.	
Demonstrate ability to read a simple table or chart.	
Write a dictation based on life skill topics.	
Use a picture dictionary.	
Write legibly upper and lower case letters and demonstrate use of capitalization.	
Write a basic friendly letter and address an envelope including the return address.	
Use subject pronouns (I, you, he, she, it, we, they).	
Use common verbs such as "to be (present)", "simple present", the word "can."	
Use adverbs: here, there, today, always, usually, never.	
Use common and proper nouns.	

Low Intermediate, Level III

NAME ____________________

DATE ____________

At the end of Level III, the student will be able to:	Date Achieved
Identify different kinds of jobs using simple help-wanted ads.	
Describe personal work experience and skills.	
Demonstrate ability to fill out a simple job application without assistance.	
Produce required forms of identification for employment (photo I.D.).	
Identify social security, income tax deductions, and tax forms.	
Demonstrate understanding of employment expectations, rules, regulations and safety.	
Demonstrate understanding of basic instructions and ask for clarification on the job.	
Demonstrate appropriate treatment of co-workers (politeness and respect).	
Identify job promotion requirements.	
Demonstrate interpersonal communication skills and positive attitude at work.	
Explore educational opportunities for job advancement.	
Demonstrate ability to use basic test-taking strategies (circle, bubble in, dictation).	
Demonstrate knowledge of operating equipment necessary for home and work.	
Demonstrate ability to report personal information including gender and marital status.	
Demonstrate ability to make appropriate formal and informal introductions, greetings, and farewells.	
Use appropriate expressions to accept and decline offers, and to express feelings and emotions.	
Use appropriate telephone greetings, leave an oral message and take a written message.	
Demonstrate understanding of basic parts of a phone bill.	
Demonstrate ability to operate public and cellular phones, pagers and use a phone card.	
Identify body parts.	
Define health care vocabulary (emergency room, doctor, nurse, dentist, hospital, clinic, health department).	
Request doctor's appointment, communicate symptoms and injuries and follow doctor's instructions.	
Read and interpret information on medicine labels.	
Identify basic foods and food groups, including nutritional information on food labels.	

Low Intermediate, Level III, continued

At the end of Level III, the student will be able to:	Date Achieved
Identify and use ordinal and cardinal numbers.	
Interpret clock time.	
Demonstrate use of a calendar by identifying days of the week and months of the year.	
Convert dates to numeric form.	
Count and use U.S. coins and currency.	
Identify checking and saving accounts, write a check and record information in checkbook and savings register.	
Demonstrate ability to follow simple instructions related to geographical directions. (N. S. E. W.).	
Read and understand traffic signs.	
Identify required documents related to transportation (driver's license, insurance card, registration, passport).	
Identify safe driving practices (seat belts, child safety restraints).	
Demonstrate knowledge of emergency procedures at home and work.	
Interpret product label directions, warning signs and symbols.	
Identify food items, state costs and demonstrate use of coupons.	
Identify clothing, read clothing labels (sizes and laundry instructions).	
Read sales ads and compare prices (clothing, cars, food).	
Identify types of housing (apartment, house, mobile home, condo).	
Identify basic utility companies (water, gas, electric, telephone and cable).	
Identify places in the community and describe public services.	
Demonstrate ability to purchase stamps and mail a package.	
Demonstrate understanding of U.S. holidays and social customs.	
Identify the current U.S. president, vice president and governor of Tennessee.	
Describe various weather conditions and respond appropriately to weather emergencies.	
Locate the United States and Tennessee on a world map and locate the county of residence on a state map.	
Describe family members.	
Locate neighborhood school or day care and follow enrollment procedures.	
Demonstrate the importance of communication between home and school.	

Low Intermediate, Level III, continued

At the end of Level III, the student will be able to:	Date Achieved
Recognize, state, read, and write statements and questions.	
Listen to short conversations and answer questions orally and in writing.	
Preview and make predictions prior to reading.	
Demonstrate ability to read and comprehend silently and aloud and answer questions.	
Determine the main idea in a simple paragraph.	
Demonstrate sequential ordering of events.	
Demonstrate ability to read a simple table or chart.	
Write a dictation based on life skill topics.	
Write legibly upper & lower case letters and demonstrate use of capitalization.	
Write a basic friendly letter and address an envelope including the return address.	
Use subject pronouns.	
Use common verbs (affirmative, negative, yes/no questions, short answer).	
Use adjectives: descriptive, possessive, demonstrative.	
Use prepositions.	
Use common and proper nouns (singular and plural).	
Use information questions.	
Use adverbs: yesterday, tomorrow.	
Use articles: a, an, the.	

High Intermediate, Level IV

HIGH INTERMEDIATE ESL 4

NAME ______________________________

DATE ______________

At the end of Level IV, the student will be able to:	Date Achieved
Recognize and use basic work-related vocabulary.	
Use various sources to identify job opportunities and inquire about a job (newspapers, agencies).	
Complete a job application and transfer information to basic resume format.	
Recognize and demonstrate appropriate behavior and positive image for job interview.	
Demonstrate understanding of work schedules, time clocks, time sheets, punctuality and phoning in sick.	
Follow generic work rules and safety procedures.	
Ask for clarification and provide feedback to instructions.	
Demonstrate appropriate communication skills in the work environment (interactions with supervisor and co-workers).	
Recognize and understand work-related vocabulary for transfers, promotions, incentives.	
Identify appropriate skills and education necessary for getting a job promotion.	
Identify appropriate behavior, attire, attitudes and social interaction for a promotion.	
Demonstrate ability to use test-taking strategies (circle, bubble in on answer sheet, true false and cloze).	
Demonstrate knowledge of operating equipment necessary for home and work.	
Identify self and personal information (name, address, telephone number, place of birth, age, social security number, nationality, education, marital status, occupation).	
Identify self, family members and others (physical characteristics and personal traits).	
Communicate impressions, emotions, likes, dislikes, acceptance and rejection.	
Demonstrate ability to use different types of telephones and telephone options (directory assistance, operator assistance and calling cards).	
Answer incoming telephone calls, take a simple message and respond to voice mail prompts.	
Demonstrate appropriate communication in 911 emergencies.	
Locate alphabetical and topical listing information in yellow and white pages (restaurants, hospitals, plumbing).	

High Intermediate, Level IV, continued

At the end of Level IV, the student will be able to:	Date Achieved
Identify body parts and the five senses.	
Recognize and apply practices relating to personal hygiene and grooming.	
Describe aches, pains, illnesses, injuries, dental health problems and follow doctor's instructions.	
Read and interpret medical instructions for prescriptions and over-the-counter drugs.	
Compare services provided by the health department, hospitals, emergency rooms, and clinics.	
Recognize the importance of healthy eating and maintaining a balanced diet.	
Plan a schedule of activities on a calendar.	
Count and make change accurately.	
Complete a check or money order.	
Identify common banking terms and demonstrate ability to use banking services.	
Describe the use of an ATM machine and recognize the importance of keeping number codes secure.	
Interpret traffic and common road signs.	
Ask/give simple directions to local destinations.	
Simulate making reservations for different kinds of travel.	
Identify required documents related to transportation (driver's license, insurance card, registration, passport).	
Demonstrate understanding of safety and warning signs and emergency procedures.	
Recognize and use vocabulary relating to alarm systems (smoke detectors, house and car alarms).	
Demonstrate understanding of comparative shopping.	
Calculate savings when making purchases with coupons.	
Read and order from a menu.	
Identify articles of clothing, U.S. sizes, quality and prices.	
Simulate procedures for putting merchandise on layaway.	
Demonstrate understanding of guarantees, warranties, and procedures to return merchandise.	
Identify various means of locating housing (signs, ads, personal contact) and reporting maintenance, repairs and problems.	

High Intermediate, Level IV, continued

At the end of Level IV, the student will be able to:	Date Achieved
Locate various businesses, government and community agencies in local area (doctor's office, school, hospital, post office, church).	
Identify procedures for mailing a letter or package, (domestic and international) for purchasing money orders and registering mail.	
Identify the current U.S. president and vice president state and local officials.	
Recognize vocabulary and traditions associated with major American holidays and contrast with native customs.	
Describe various weather conditions and appropriate preparation for weather emergencies.	
Read various temperatures and compare Fahrenheit to Celsius.	
Recognize the importance of communicating with child's school (meetings, conferences with teachers).	
Recognize compulsory schooling for children 6-18 years of age and the importance of school attendance.	
Locate neighborhood school and follow enrollment procedures.	
Recognize the importance of proper childcare and acceptable discipline (requirement of food, shelter, hygiene, child care providers).	
Recognize, state, read and write statements and questions.	
Listen to simple conversations and respond appropriately.	
Demonstrate ability to describe a person, place, thing or event.	
Recognize the meaning of words with common prefixes and suffixes.	
Recognize the meaning of compound words.	
Preview and make predictions prior to reading.	
Determine the main idea and supporting details in a paragraph.	
Recognize sequential order of events in a paragraph.	
Demonstrate ability to read and understand basic charts, graphs, maps, tables and diagrams.	
Write legibly using manuscript and cursive handwriting.	
Write a short note, a friendly letter, address an envelope including the return address.	
Write a short paragraph using correct spacing and legible cursive handwriting.	
Write a set of simple directions.	
Change one grammatical structure of a paragraph to another.	

High Intermediate, Level IV, continued

At the end of Level IV, the student will be able to:	Date Achieved
Use common verbs, contracted forms and correct spelling in: present tense, present continuous, future "will, going to," past tense, present perfect, modals.	
Use information questions (who, what, where, when, whose, whom, why, how).	
Use adjectives: demonstrative, possessives, descriptive.	
Use adverbs: frequency, time, location.	
Use prepositions.	
Use nouns: count, non/count possessive.	
Use sentence structures (subject, verb, object, affirmative, negative, interrogative).	

Low Advanced, Level V

• LOW ADVANCED ESL • 5

NAME ______________________________

DATE ____________

At the end of Level V, the student will be able to:	Date Achieved
Demonstrate English skills necessary to obtain employment.	
Use a variety of resources to search for job opportunities and discuss required training.	
Complete job applications, resume and cover letter.	
Recognize and demonstrate standards of behavior for job interview, ask and answer questions during a job interview.	
Write a thank-you note and conduct a follow-up call after the simulated job interview.	
Demonstrate understanding of job specifications, policies, standards, benefits and W2 form.	
Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, and social interaction that affect job retention).	
Demonstrate understanding of workers' rights (compensation, unionization, right to work).	
Demonstrate an understanding of work performance evaluations and their impact on promotions.	
Demonstrate knowledge of operating equipment necessary for home and work.	
Ask and provide directions and instructions.	
Demonstrate ability to take and report accurate messages.	
Demonstrate ability to give and request information clearly by telephone.	
Locate a variety of resources in telephone directories (maps, government agencies, coupons).	
Communicate effectively using vocabulary relative to doctors, dentists, body parts, illnesses, and medications.	
Follow emergency procedures and complete medical forms and accident reports.	
Recognize and apply practices relating to personal hygiene and grooming.	
Recognize requirements for immunizations.	
Demonstrate understanding of banking system and terms (loans, interest rates, investments, mortgages).	
Identify budget planning strategies.	
Demonstrate understanding of time zones.	

Low Advanced, Level V, continued

At the end of Level V, the student will be able to:	Date Achieved
Discuss U.S. driving responsibilities (driver's license, traffic regulations, insurance, seat belts, child safety restraints).	
Demonstrate appropriate response when stopped by law enforcement officers.	
Describe a problem/request service (emergency road assistance, car accident and vehicle theft).	
Identify and report types of crime as victim or witness (rape, burglary, domestic assault).	
Interpret classified ads and other resources to locate housing (lease or purchase).	
Describe information regarding rental agreements/contracts, renter/landlord rights and responsibilities.	
Compare/contrast various types of insurance (life, homeowners).	
Demonstrate understanding of U.S. main holidays and social customs.	
Locate and access community services, organizations, and government agencies.	
Demonstrate understanding of trial by jury and other elements in U.S. court of law (judge, jury, lawyers).	
Describe the purpose of Emergency Broadcast System.	
Describe recycling regulations and illegal dumping.	
Demonstrate knowledge of U.S. educational system (compulsory schooling, child care, PTA).	
Develop awareness of acceptable/unacceptable parenting and disciplinary practices.	
Listen and follow directions.	
Demonstrate ability to paraphrase words or ideas in conversations.	
Understand use of formal versus informal vocabulary and basic idiomatic expressions.	
Comprehend selected reading passages recognizing the main idea.	
Utilize new vocabulary by context clues.	
Recognize sequence of events in a reading passage.	
Demonstrate ability to use the dictionary.	
Review and make predictions prior to reading.	
Distinguish fact from opinion.	
Interpret information from diagrams, tables, graphs, schedules.	
Skim and scan to locate information.	
Write a paragraph focusing on one topic.	

Low Advanced, Level V, continued

At the end of Level V, the student will be able to:	Date Achieved
Use verbs:	
past continuous	
future progressive	
past perfect	
modals	
conditionals	
gerund, participles, infinitives	
Identify parts of speech and use in sentences:	
nouns: common, proper, plural, possessive	
pronouns: subject, object, indefinite, possessive, reflexive.	
adjectives: possessive, comparative, descriptive.	
prepositions: time, place.	
adverbs: place, manner, time, frequency	
verbs	
Use sentence structures:	
compound and complex sentences	
active and passive voice	
clauses and phrases	
direct and indirect speech	

High Advanced, Level VI

NAME ______________________________

DATE ______________

At the end of Level VI, the student will be able to:	Date Achieved
Plan a career path and develop a portfolio: which may include resume, cover letter, professional recognitions, awards, certificates, etc.	
Interpret want ads, job announcements and networking.	
Present a positive image (dress, grooming, body language) and ask and answer a variety of questions in a job interview simulation and a follow-up call.	
Demonstrate understanding of job specifications, policies, standards, benefits and complete IRS form(s).	
Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes and social interactions that affect job retention).	
Communicate with supervisor and co-workers, orally and in writing, regarding work-related tasks and problems:	
— write memos, report forms, etc.	
— give and follow instructions	
— ask/respond to apologies/criticism	
— identify problems, solutions, consequences	
Demonstrate an understanding of work performance evaluations.	
Demonstrate an understanding and discuss workers' rights (compensations, unionization, right to work).	
Demonstrate an understanding of safety procedures (Right to Know, OSHA).	
Demonstrate an understanding of the concept of job advancement including job postings and vacancy listings.	
Update resume and locate information about educational services that will assist in career advancement.	
Write an action plan for achieving goals and requesting a promotion or raise and identifying personal strengths and weaknesses.	
Demonstrate ability to apply a variety of test-taking strategies (multiple choice, true/false, cloze and essay).	
Demonstrate knowledge of operating equipment necessary for home and work.	

High Advanced, Level VI, continued

At the end of Level VI, the student will be able to:	Date Achieved
Demonstrate good comprehension during face-to-face conversation by verbally responding.	
Use appropriate language for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias including voice volume and proper body language.	
Identify bias, prejudice or propaganda in oral messages and print materials.	
Take accurate written notes and give complete verbal reports from telephone communication.	
Demonstrate ability to give and request information clearly by telephone.	
Recognize problems related to nutrition, substance/drug abuse, and identify where treatment may be obtained.	
Ask for/give advice related to nutrition and good health habits.	
Recognize and apply practices relating to personal hygiene and grooming.	
Reconcile a bank statement.	
Use appropriate banking terms when inquiring about banking services.	
Develop a monthly budget.	
Plan a trip determining cost of schedules and time factor.	
Demonstrate appropriate response when stopped by law enforcement officers (ask/answer questions regarding traffic violations).	
Describe appropriate responses to transportation problems (canceled flights, road emergencies).	
Demonstrate an understanding of the responsibilities of owning a gun.	
Demonstrate understanding of American system of government (three branches).	
Demonstrate understanding of trial by jury and other elements in a U.S. court of law (judge, jury, lawyers).	
Request and respond to information from businesses, government and community organizations.	
Demonstrate ability to communicate with school staff, orally or in writing (parent -teacher conference, PTA, volunteer, illness, bus problems).	
Identify means to access educational opportunities for children (special programs, scholarships, extracurricular activities).	
Develop awareness of acceptable/unacceptable parenting and disciplinary practices.	
Use responsive listening, including paraphrasing, summarizing for elaboration and clarification.	
Demonstrate good comprehension of classroom lectures and tests.	
Clarify meaning by asking relevant questions, making relevant comments.	
Recognize and use idioms appropriately.	

High Advanced, Level VI, continued

At the end of Level VI, the student will be able to:	**Date Achieved**
Use dictionary and/or thesaurus effectively (parts of speech, definitions, pronunciation).	
Preview and make predictions prior to reading.	
Recognize and restate the sequence of events in a reading passage.	
Distinguish fact from opinion and draw appropriate inferences and conclusions from a reading passage.	
Obtain appropriate information from diagrams, tables, graphs or schedules.	
Summarize a reading passage.	
Write two or more paragraphs that are focused and organized.	
Draft and revise a composition with introduction, body, and conclusion.	
Edit documents for spelling, punctuation, correct grammar.	
Demonstrate note-taking strategies.	
Select and use appropriate pre-writing strategies (brainstorming, graphic organizing, and outlining).	
Develop an outline to organize ideas for a composition including main ideas, specific ideas and details.	
Demonstrate effective word choice.	
Employ conventional sentence structure.	
Write a paragraph including a topic sentence with controlling ideas, major points, support, and a concluding sentence.	
Produce final documents edited for spelling, capitalization, punctuation, grammar, sentence formation and format.	
Use verbs:	
future possessive	
past perfect	
modals	
conditionals	
gerund, participles, infinitives	
Identify parts of speech and use in sentences.	
Use sentence structures: compound and complex sentences, active and passive voice.	

Information for New ESOL Teachers

- Stop whatever you are doing to welcome new students to the class. They are usually frightened and need a smile from the teacher and other students. Introduce them to the class members and ask the class to introduce themselves to the new students.

- Greet each student by name as he/she comes through the classroom door.

- At the end of the class session, ask the students to tell what they learned during this class.

- Say "Goodbye" to the students as they leave class and say that you are glad they came to class today. Say, "I will see you Thursday" or whenever your next class meets. (This is most important.)

- On the first day of class, ask, "What do you want to learn from this place?" Put the students' answers on large pieces of paper on the walls of the classroom for all to see. On the day the students accomplish their goals, they can put their name and date on these pieces of paper that are on the walls.

- Give awards for perfect attendance for the six weeks. (Ask for donations from restaurants, coffee shops, pizza places, etc. and use these donations for student awards. The students must go to these places of business to collect their awards.)

- Always make sure that reading, writing, listening and speaking are addressed in each class session.

- The Beginning ESL Literacy (Level 1) students should begin their classes by studying lessons about a family. (Vocabulary words could be "mother," "baby," etc.)

- The teacher should always read orally before asking the student to read aloud. (The teacher should model the English language for the students and at all times speak only English.)

- If at all possible, add computer education to your ESOL program.

- Teach grammar and the alphabet in a meaningful context. (Use the alphabet song or student's name.)

- The ESOL classroom should be a safe haven for the students. They should not be afraid that the teacher or someone in authority might contact immigration.

- Students should become immersed in the English language. If the teacher is doing all the talking and the students aren't using the language, something is wrong.

- Speak slowly with new students. They may be frightened and you will need to reassure them.

- Do not assume that because you are standing before them and you are speaking English that they will automatically understand you and learn English.

- Teaching ESOL is not the same as teaching high school English. Most of our students have already learned at least one language and they understand how language is formed. They need to learn English vocabulary and they need to practice using it in a way that is meaningful to them.

- The overriding common goal of all adult ESOL learners is to make immediate use of their classroom learning.

■ They want to be able to communicate with English speakers and learn about the culture and customs of the United States.

■ Call or send the student a card if he/she has not been attending class. Let the students know you miss them and hope they are doing well.

■ Enjoy your students. Have fun in your classes. Sing, dance, and bring food into the classroom. Many of our students have very difficult lives. Let's make their stay in our classrooms one where they will not only learn English, but will experience good feelings about their fellow classmates and teachers.

There are many techniques that ESOL teachers can use that will not require published materials.

- Role plays and skits.
- Communication and guessing games.
- Music.
- Outside-of-class assignments to speak or write or otherwise try out language.
- Movies and tapes.
- Sentences dictated by the teacher.
- Tape recordings of students reading a passage from a newspaper and then listening to the recording.
- Asking students to interview each other and report back to the class what they have learned.
- Telling students that you are going to write all the words they know that begin with one of the letters of the alphabet. Write these words on the board as the students say them. Use a different letter of the alphabet each class session.
- Visiting a library.
- Visiting a shopping mall.
- Selecting a pen pal and writing to that person.
- Collecting e-mail addresses and writing e-mail messages to other classmates.
- Asking each student to give a five-minute talk about something they do well (changing a tire, baking a cake, etc.).
- Sharing information about each culture that is represented in the class.
- Having fun, making the class one where students will not only learn English but will enjoy attending.
- Always reminding them of the rewards of learning English and the importance of attending classes.

Bibliography

Bibliography of references used for the development of the *ESOL Curriculum Resource Book.*

The following cites were used in writing this book. They are not "direct quotes" but rather information gained from telephone and e-mail messages, workshops and presentations from ESOL facilitators, and information shared with us from other ESOL programs.

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